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1921/22

STATE TEACHERS COLLEGE

MANKATO, MINNESOTA

1922

THE LIBRARY OF THE
JUN 30 1930
UNIVERSITY OF ILLINOIS

SCHOOL PROGRESS

ISSUED IN JANUARY, FEBRUARY, MARCH, MAY
BY THE STATE TEACHERS COLLEGE, MANKATO, MINNESOTA

Entered as second-class matter December 16, 1919, at the Post Office
at Mankato, Minnesota, under the Act of August 24, 1912.

Accepted for mailing at special rate of postage provided for in Section
1103, Act of October 3, 1917, authorized February 27, 1920.

VOL. 3, No. 3

MARCH, 1922

CATALOG
OF THE
STATE TEACHERS COLLEGE
MANKATO, MINNESOTA



THE LIBRARY OF THE
JUN 30 1930
UNIVERSITY OF ILLINOIS

FIFTY-FOURTH YEAR
1921 - 1922

Announcements for 1922-1923

THE INSTITUTION INTACT

The main building of the College was destroyed by fire on Sunday morning, February fifth. The library was burned (except the books in the hands of students) and the entire equipment of the college—museum, laboratories, pictures, and statues. Faculty, students, and townspeople showed a fine spirit of loyalty in this crisis. Convenient rooms were offered and classes went on with the loss of only one day. The spring enrollment six weeks later showed the largest increase in the history of the institution, more than sixty per cent over the spring of 1921.

Plans are being made as rapidly as possible for a fine fireproof structure to house the college and the junior high school. Construction will be started in May and it is expected that enough of the building will be ready to furnish recitation and administration rooms by February of next year. Meanwhile the college will have the use of the Mankato High School building for the summer session and of the rooms now occupied for the early months of next year.

The work is going on and will go on next year with full enthusiasm, and those who are contemplating a course of preparation for teaching need not hesitate to come to Mankato because of the conditions under which the work will be carried on for a few months.

THE COLLEGE CALENDAR

SUMMER TERM, 1922

Registration 8:00 A. M. to 6:00 P. M., Monday, June 12
Class work begins 9:00 A. M., Tuesday, June 13
Term ends 11:30 A. M., Friday, July 21

FALL TERM, 1922

Registration 8:00 A. M. to 6:00 P. M., Tuesday, September 5
Class work begins 9:00 A. M., Wednesday, September 6
Fall term ends at 11:30 A. M., Wednesday, November 29

WINTER TERM, 1922—1923

Class work begins 8:00 A. M., Tuesday, December 5
Holiday recess begins Thursday noon, December 21
Class work resumed Tuesday, January 2
Winter term ends at 11:30 A. M., Friday, March 9

SPRING TERM, 1923

Class work begins 8:00 A. M., Tuesday, March 20
Spring term ends Thursday, June 7

SUMMER TERM, 1923

Registration 8:00 A. M. to 6:00 P. M., Monday, June 11
Class work begins 9:00 A. M., Tuesday, June 12
Term ends 11:30 A. M., Friday, July 20

STATE TEACHERS COLLEGE

MINNESOTA STATE TEACHERS COLLEGE BOARD

APPOINTED BY THE GOVERNOR

EDWIN J. JONES.....	Morris
STEPHEN H. SOMSEN.....	Winona
I. N. TOMPKINS.....	Mankato
CLARENCE L. ATWOOD.....	St. Cloud
LESLIE WELTER.....	Moorhead
HARRY C. STRONG.....	Duluth
ARTHUR P. WHITE.....	Bemidji
JOHN H. RAY, JR.....	Minneapolis
EDWIN J. JONES.....	President
JAMES M. McCONNELL, MEMBER EX OFFICIO, STATE COMMISSIONER OF EDUCATION.....	Secretary

FACULTY

COLLEGE DEPARTMENT

CHARLES H. COOPER, PRESIDENT

A. B., 1877, A. M., 1880, Dartmouth College. Public school and academy teacher and principal, seven years; instructor in Dartmouth College, 1882-1883; professor of history and political science, Carlton College, 1883-1898; Mankato State Teachers College, 1899—

ALICE VIRGINIA ROBBINS, MATHEMATICS

B. L., University of Texas, 1894; M. A., University of Chicago, 1906; graduate student, University of Chicago, 1920-21. Mankato State Teachers College, 1894—

JOHN A. HANCOCK, PSYCHOLOGY AND HISTORY OF EDUCATION

B. L., University of Wisconsin, 1890; M. A., Stanford University, 1893; graduate student, University of Chicago, one year; fellow in psychology and education, Clark University, 1899-1901. Supervising principal and superintendent, ten years; Mankato State Teachers College, 1901—

KATE H. SPARROW, PUBLIC SCHOOL ART

Diploma, Mankato, 1902; diploma, Pratt Institute, 1904. Grade teacher, three years; Mankato State Teachers College, 1904—

MARVIN A. NICHOLS, HYGIENE-SANITATION

Diploma, De Kalb Normal School, 1904; A. B., University of Illinois, 1906; graduate student, University of Chicago 1910-1911. Teacher and principal in high schools, two years; Mankato State Teachers College, assistant, 1908-1911; present position, 1911—

GILBERT H. TRAFTON, NATURE STUDY

Ph. B., 1898, M. S., 1901, Wesleyan University, Conn.; A. M., Columbia, 1911. College, normal school, and high school teacher, thirteen years; Mankato State Teachers College, 1911—

NANCY CORA WILLIAMS, PUBLIC SCHOOL MUSIC

Diploma, Millersville Normal School, 1891; diploma, Crane Normal Institute of Music, 1910. Grade and high school teacher, fifteen years; teacher, Crane Normal Institute, 1909-1911; Mankato State Teachers College, 1911—

JOSEPHINE H. BOWDEN, ENGLISH LANGUAGE

B. L., University of Wisconsin, 1900; A. M., University of Chicago, 1911. Grade and high school teacher, thirteen years; Mankato State Teachers College, 1912—

MANKATO STATE TEACHERS COLLEGE

APPLICATION FOR ADMISSION, AND CREDENTIALS

(To be mailed to the College as soon as possible.)

I hereby apply for admission on.....(date) to the
Mankato State Teachers College and check (✓) the name of the preferred curriculum.

Signed.....

General curriculum for Primary Grades.....Intermediate.....Junior
High School.....Special Curriculums for Kindergarten-Primary.....Rural
Education.....

I HEREBY CERTIFY that the applicant named above was graduated.....

.....192.....from the high school at.....

.....Minn., with the following records:

HIGH SCHOOL CREDITS

	Cr.	Gr.		Cr.	Gr.
Algebra	Physiology .....	.....	.....
Ancient History	Sewing.....	.....	.....
Bookkeeping.....	Shorthand.....	.....	.....
Botany	Spelling .....	.....	.....
Civics.....	Sr. American History .....	.....	.....
Chemistry	Sr. Arithmetic.....	.....	.....
Cooking.....	Sr. Geography.....	.....	.....
Economics	Sr. Grammar .....	.....	.....
English Years.....	Typewriting .....	.....	.....
French Years.....	Zoology .....	.....	.....
German Years.....
Latin Years.....	TEACHER TRAINING		
Geometry, Plane.....	Arithmetic .....	.....	.....
Geometry, Solid	Civics.....	.....	.....
Manual Training	Geography .....	.....	.....
Modern History	Grammar .....	.....	.....
Penmanship	History .....	.....	.....
Physics
Physiography

and I hereby commend h.....to the Mankato State Teachers College as a person of upright
character, good health, and general fitness for teaching.

Passmark.....% } Supt.
..... } Prin.

MANKATO, MINNESOTA

GEORGE J. MILLER, GEOGRAPHY

Diploma, Ypsilanti Normal College, 1900; B. S., University of Chicago, 1907; graduate student, 1908-1913; M. S., 1909. Teacher in public schools, eight years; teacher, School of Education, University of Chicago, 1908-1913; Mankato State Teachers College, 1913—

GUSTAV S. PETTERSON, SOCIOLOGY

B. A., 1911, M. A., 1912, University of Minnesota. Teacher in public schools, four years; agent, Minneapolis Associated Charities, 1907-1910; instructor University of Minnesota 1911-1912; instructor, Dakota Wesleyan University, 1912-1913; Mankato State Teachers College, 1913—

ETTA COULTER GREEN, FOODS AND COOKERY, AND MANAGER OF HALLS

Diploma, St. Cloud Normal School, 1896; B. S. in H. E., University of Minnesota, 1914. Grade teacher, three years; Mankato State Teachers College, 1914—

HARRIET BEALE, LITERATURE

Diploma, Bridgewater Normal School, 1894; student, Radcliffe College, 1896-1898; A. M., Columbia University, 1915. Normal school teacher, 1898-1914; Mankato State Teachers College, 1915—

MARY SOLTOW, HANDWRITING

Diploma, Lewiston Normal School, 1911; diploma, Palmer Method School, 1913. Public school teacher, six years; Mankato State Teachers College, 1915—

HENRY H. FULLER, RURAL EDUCATION

Diploma, Kalamazoo State Normal School, 1914; B. S., Michigan Agricultural College 1916. Teacher and superintendent, ten years; Mankato State Teachers College, 1917—

MARTHA E. BAIN, DOMESTIC ART

Diploma from Home Economics Department of Milwaukee-Downer College, 1911; B. S., Teachers College, Columbia, 1918. Mankato State Teachers College, assistant, 1912-1916; present position, 1918—

MAURICE J. NELSON, MANUAL ARTS

Student, Mankato Normal School, Manual Training Course, 1912-1913; advanced diploma, Stout Institute, 1915. Manual training teacher in public schools, four years; Mankato State Teachers College, 1918—

ALBERT B. MORRIS, HISTORY

A. B., Kansas Wesleyan University, 1911; M. A., University of Chicago, 1916; graduate student, Northwestern University, 1918-1919. High school teacher, one year; superintendent, six years; Mankato State Teachers College, 1919—

MARGARET CONSTANCE, READING AND SPEECH

Ph. B., Hamline University, 1909; B. E., Columbia College of Expression, 1914. High school teacher, two years; teacher of expression, Upper Iowa University, 1914-1916; Illinois Woman's College, 1916-1919; Mankato State Teachers College, 1919—

MATTIE COOK ELLIS, DEAN OF WOMEN, TEACHER OF HISTORY

Diploma, Winona State Normal School; M. A., University of Wisconsin, 1916; student at Harvard University and University of Nebraska. Teacher in elementary and high schools; training teacher and teacher of history, Peru State Normal School, 1893-1921; Dean of Women, 1914-1921; Mankato State Teachers College, 1921—

MARGARET BLEWETT, PHYSICAL EDUCATION

B. S., Teachers College, Columbia University, 1921. Mankato State Teachers College, 1921—

E. MARIE PUDER, HISTORY AND GEOGRAPHY

Diploma, Chicago Normal College, 1919; B. S., University of Chicago, 1921. Mankato State Teachers College, 1921—

STATE TEACHERS COLLEGE

TRAINING SCHOOL

OTTO WELTON SNARR, DIRECTOR OF THE TRAINING SCHOOL, TEACHER OF THE THEORY OF EDUCATION

Diploma, Shepard College, State Normal School, 1912; A. B., West Virginia University, 1917; A. M., University of Chicago, 1919. Teacher in elementary and high schools, seven years; acting professor of Psychology and Education, Miami University, 1919-1920; Mankato State Teachers College, 1920—

EULA JOSEPHINE MILLER, HEAD TRAINING TEACHER, JUNIOR HIGH SCHOOL

Diploma, Moorhead Normal School, 1901; B. S., 1919, A. M., 1920, Teachers College, Columbia University. Elementary teacher and principal, nine years; critic teacher, Valley City Normal School, three years; principal of model school and critic teacher, Minot Normal School, four years; Mankato State Teachers College, 1919—

JULIA M. POLK, TRAINING TEACHER, JUNIOR HIGH SCHOOL

A. B., 1912, B. S. in Ed., 1917, Ohio University; graduate student, University of Chicago. Teacher in elementary schools and county normal school, twelve years; Mankato State Teachers College, 1920—

MINNIE SWEETLAND PARRY, HEAD TRAINING TEACHER, INTER- MEDIATE GRADES

Diploma, Oswego Normal School, 1888. Public school teacher, eight years; Mankato State Teachers College, teacher of English, 1890-1893; training teacher, 1897—

LINA MILLER, TRAINING TEACHER, INTERMEDIATE GRADES

Diploma, Mankato, 1914; B. S., Teachers College, Columbia, 1920. Teacher in the grades ten years; Mankato State Teachers College, 1915—

FLOSS ANN TURNER, TRAINING TEACHER, INTERMEDIATE GRADES

Diploma, Warrensburg State Teachers College, 1909; student at Harris Teachers College, Columbia University Teachers College, University of Utah, University of Chicago. Primary teacher and supervisor, eight years; teacher of history and dean of high school dormitories, three years; Mankato State Teachers College, 1921—

MARGARET COOPER, HEAD TRAINING TEACHER, PRIMARY GRADES

A. B., Carleton College, 1911; diploma, Mankato, 1912; M. A., Teachers College, Columbia University, 1917. Kindergarten and primary teacher, two years; director of primary training, Des Moines College, 1914-1916; training teacher, Ypsilanti State Normal College, 1917-1918; director of elementary grades, The Summit School, St. Paul, 1918-1921; Mankato State Teachers College, 1921—

NELLIE L. WALKER, TRAINING TEACHER, PRIMARY GRADES

Diploma, Chicago Kindergarten Collegiate Institute, 1907; Ph. B., University of Chicago, 1918. Kindergarten and primary teacher, eleven years; primary supervisor, North Carolina College for Women, 1918-1921; Mankato State Teachers College, 1921—

HELEN T. BROUSE, TRAINING TEACHER, PRIMARY GRADES

Diploma, Teachers College of Indianapolis, 1909; student, University of Chicago, School of Education, one year. Kindergarten and primary teacher, five years; kindergarten and primary supervisor, Miami University, 1915-1921; Mankato State Teachers College, 1921—

MARTHA V. COLLINS, HEAD KINDERGARTEN TRAINING TEACHER

Diploma, Hailman Kindergarten Training School, 1894; student, University of Chicago one year. Principal and supervisor of kindergarten, 1894-1898; Mankato State Teachers College, 1898—

ALICE WILLIAMS, KINDERGARTEN TRAINING TEACHER

Mankato State Teachers College, 1896—

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ANNA M. WIECKING, KINDERGARTEN TRAINING TEACHER, TEACHER OF ELEMENTARY HANDWORK

Diploma, Mankato, 1907; A. B. in Education, University of Minnesota, 1914; A. M., Columbia University, 1915; graduate student, Teachers College, Columbia University, 1920-1921. Grade teacher, five years; training teacher, Michigan State Normal College, 1915-1917; Mankato State Teachers College, 1917—

ADELAIDE LINNELL, MUSIC IN THE ELEMENTARY SCHOOL

Diploma, Crane Normal Institute of Music, 1915; student, Teachers College, Columbia University, 1920-1921. Supervisor of music in public schools and high schools, four years; Mankato State Teachers College, 1919—

ADDITIONAL TEACHERS FOR THE SUMMER SESSION, 1921

MABEL A. DAYTON, ARITHMETIC

High school normal training work, Lexington, Nebraska

W. H. DETAMORE, RURAL EDUCATION

County superintendent of schools, Blue Earth County

MARY L. DOUGHERTY, PRIMARY METHODS

Assistant, School of Education, University of Chicago

ALICE W. FRYMIR, PHYSICAL EDUCATION

Normal School of Physical Education, Battle Creek, Michigan

PAUL MELVIN PAULSON, ARITHMETIC

University of Minnesota

EDITH M. PENNEY, ENGLISH

Teacher of English in West High School, Minneapolis

MARY B. RICHARDS, COMPOSITION

Teacher of English in Franklin Junior High School, Minneapolis

CAROLINE D. STEVENS, READING

Teacher of expression, Chicago

CHARLES F. WATSON, GEOGRAPHY

Teacher of geography, Stevens Point State Normal School, Wisconsin

MARGARET GERTRUDE WOOD, ELEMENTARY HANDWORK

Graduate student, Teachers College, Columbia University

OFFICERS OF ADMINISTRATION

CHARLES H. COOPER, PRESIDENT OF THE COLLEGE

MATTIE COOK ELLIS, DEAN OF WOMEN

FLOSS ANN TURNER, RESIDENT TEACHER, COOPER HALL

BELLE CARRINGTON, SECRETARY AND ACCOUNTANT

ALICE N. FARR, LIBRARIAN

WINNIFRED DIMENT, ASSISTANT LIBRARIAN

ETTA COULTER GREEN, MANAGER OF HALLS

MOLLIE MAE ROSE, R. N., SCHOOL NURSE

HENRY S. HOLMAN, SUPERINTENDENT OF BUILDINGS

STATE TEACHERS COLLEGE

CURRICULUM OFFERED

Each course of study—kindergarten-primary, primary, intermediate, junior high school, and rural—is two years in length, and leads to the two year diploma. When the student enters school he is expected to choose the course of study in which he feels he is best fitted to specialize. An opportunity will be given to transfer from one course of study to another at the close of the first term. After the beginning of the second term, if the student makes a transfer, he does so at the risk of losing credit for work previously done, should that work not apply to the second course of study elected. A detailed outline of each course of study follows.

KINDERGARTEN-PRIMARY

Junior Year

Introduction to Education
Nature Study
Children's Literature
Public School Music
Public School Art
English Composition
Handwriting ($\frac{1}{2}$)
Arithmetic ($\frac{1}{2}$)
American History, Introductory Course
Story Telling
Elementary Handwork
Child Psychology
Music and Games ($\frac{1}{2}$)
Physical Education 3 ($\frac{1}{2}$)

Senior Year

Hygiene and Sanitation
Principles of Sociology
Elements of Geography
(Geography 2)
Educational Psychology
Kindergarten Curriculum
Kindergarten Teaching (2)
Primary Teaching (2)
Methods and Observation
Electives (2)

PRIMARY

Junior Year

Introduction to Education
Nature Study
Children's Literature
Public School Music
Public School Art
English Composition
Handwriting ($\frac{1}{2}$)
Elementary Psychology ($\frac{1}{2}$)
Reading and Speech
American History, Introductory Course
Story Telling
Elementary Handwork
Music and Games ($\frac{1}{2}$)
Physical Education 3 ($\frac{1}{2}$)

Senior Year

Hygiene and Sanitation
Principles of Sociology
Arithmetic ($\frac{1}{2}$)
Elements of Geography
(Geography 2)
Educational Psychology
Contemporary History
Methods and Observation
Teaching (3)
Electives (2 $\frac{1}{2}$)

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INTERMEDIATE

Junior Year

Introduction to Education
Elementary Psychology ($\frac{1}{2}$)
Handwriting ($\frac{1}{2}$)
Public School Music
Public School Art
English Composition
Arithmetic
Elements of Geography
(Geography 1)
American History, Introductory
Course
Children's Literature
Hygiene and Sanitation
Reading and Speech
Physical Education for the Grades ($\frac{1}{4}$)
Physical Education 2 ($\frac{1}{4}$)

Senior Year

Nature Study
Principles of Sociology
Contemporary History
Geography 3
Educational Psychology
Methods and Observation
Teaching (3)
Electives ($3\frac{1}{2}$)

JUNIOR HIGH SCHOOL

Junior Year

Introduction to Education
Elementary Psychology ($\frac{1}{2}$)
Handwriting ($\frac{1}{2}$)
General Science
Public School Music or
Public School Art
Composition and Grammar
Arithmetic
American History, Introductory
Course
Elements of Geography (Geography 1)
Reading and Speech
Physical Education for the Grades ($\frac{1}{4}$)
Physical Education 2 ($\frac{1}{4}$)
Electives ($1\frac{1}{2}$)

Senior Year

Junior High School Literature
Principles of Sociology
Hygiene and Sanitation
Geography 3
Contemporary History
Educational Psychology
Methods and Observation
Teaching (3)
Electives (2)

RURAL

Junior Year

*Arithmetic
*Elements of Geography
(Geography 1)
*Composition and Grammar
*American History, Introductory
Course
*Reading and Speech
*Rural School Methods

Senior Year

Nature Study
Public School Music
Public School Art
Agriculture 1
Agriculture 2
Advanced Rural School Methods
Rural Sociology
Children's Literature

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Hygiene and Sanitation	Teaching (2)
Elementary Handwork	Electives (2)
Civics	
Rural School Writing ($\frac{1}{2}$)	
Rural School Cooking ($\frac{1}{2}$)	
Rural School Sewing ($\frac{1}{2}$)	
*Teaching ($1\frac{1}{2}$)	

*Required for first grade certificate. A first grade certificate is granted on the satisfactory completion of the Junior year of this course of study.

THE FOUR-YEAR CURRICULUM

The four-year curriculum, authorized by the last legislature, leads to the degree of Bachelor of Arts in Education. It is designed to prepare for administrative and supervisory positions in elementary education, and for junior high school positions. At present the resources of the institution do not permit it to offer the full curriculum; but they do permit it to offer certain courses beyond the two-year curriculum. The institution urges those who are interested in the four-year curriculum to avail themselves of this opportunity to make advanced credits; it plans to offer the full curriculum when there is sufficient demand.

The following courses will count on the four-year curriculum, provided they have not already been used as electives on the two-year course:

History of Modern Education	Modern European History
History of American Education	Textiles and Sewing, Advanced Course
School Organization and Supervision	Cabinet Making
Educational Measurements	Junior High School Mathematics
Teaching Problems	Plane Trigonometry
Advanced Composition	College Algebra
American Literature	Advanced Public School Music
Shakspeare	Music Appreciation
The Short Story	Advanced Public School Art
Nineteenth Century Literature	Public Speaking
Contemporary Literature	Social Problems
South America and Europe	Educational Sociology
Economic Geography	Rural Sociology

This Institution is a member of the American Association of Teachers Colleges.

MANKATO, MINNESOTA

DESCRIPTION OF COURSES

Each course receives one credit unless otherwise stated.

EDUCATION

1. **INTRODUCTION TO EDUCATION.** The primary purpose of this course is to lead students to grasp and clearly define significant educational problems; attention will be given to the origin and the evolution of these problems. Inasmuch as this course is introductory to the professional work offered, the topics selected will be treated in general outline only. Another aim of the course is to develop a strong professional attitude. The course also aims to furnish information which will give the student a rational basis for the selection of the department in which he desires to specialize; it includes a study of the characteristics of children in their various stages of development; it deals with the purpose of the public school, with its administration and organization, with problems of selection and organization of subject matter, and with suitable methods of instruction. Students taking this course will have the opportunity to observe a number of lessons from each department of the training school, taught by the regular supervisors.

2. **ELEMENTARY PSYCHOLOGY.** This course deals with the background out of which method and technique develop. It includes the study of problems and laws of instinct, habit, attention, feelings and emotions, sensation, perception, imagination, association, memory, and economy in learning. Half credit.

3. **PRIMARY METHODS AND OBSERVATION.** It is the aim of this course to help the student to recognize the relationship between the principles of child development and the principles of sound educational practice in the primary school. The project method of school work is studied and illustrated. The language development of the child is discussed beginning with the child's equipment when he enters the primary school and showing the function of the school in developing and organizing his language ability through activities involving reading and talking and later, writing. An effort is made in all observation lessons and discussions to lead the student to discover the fundamental principles involved. Methods of teaching arithmetic, music, literature, handwriting, art, industrial work, and physical education are given in the special courses in those subjects.

4. **INTERMEDIATE METHODS AND OBSERVATION.** It is the purpose of this course to study in detail the problems of the intermediate grades and to show how the principles studied in the theory courses apply in actual school room practice. The scope of the term's work includes the study of the nature and the aim of education, the meaning and use of subject matter, and the process of teaching. Special emphasis is given to the teaching of reading. In addition to text book work considerable attention is given to current educational thought as reflected in the magazines and school publications. The student is encouraged to do much individual work and to make reports to the class.

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5. JUNIOR HIGH SCHOOL METHODS. It is the aim of this course to help the students recognize the application of educational principles for children of this period of development. The principles for the selection and organization of certain subject matter and activities and the methods of instruction are developed. The value of the departmental organization together with some of the special needs for cooperation between departments are studied.

The observation which forms a part of the method courses continues throughout the term and is primarily for the purpose of illustrating principles of method. After the middle of the term, students may be assigned special observation work to be reported in class. The last three weeks of the term the students are assigned observation in the room in which they will do their teaching the following term. This room observation gives the students an opportunity to get acquainted with the pupils and the type of work they are doing and thus avoids a break in the work at the beginning of each term.

6. TEACHING. During the senior year in the College each student must teach satisfactorily in the Training School for at least one term if he desires to graduate. In some cases two terms of teaching are required, depending on the ability and progress of the student. The plan is such that each student-teacher is in the department in which he is working during the greater part of the day, teaching three or four classes and having much experience in room and class management. The work necessitates careful selection and organization of subject matter, the use of approved methods and devices, and the development of tact and skill in the control of children. In immediate charge of each department is an experienced principal, who guides the work of the student-teacher each day. But while retaining supervision she gives him full control of the work and room as soon as the student-teacher is competent and encourages self-reliance and originality at all times. At the close of the day the student-teachers in the department meet with the principal to discuss their work and to receive such suggestions and criticism as may be needed. While teaching, students carry but one subject in the college department, a class meeting at eight o'clock. Students are not permitted to take a subject requiring laboratory work. Primary, intermediate, and junior high school teachers must earn three credits, and kindergarten-primary, four credits.

7. EDUCATIONAL PSYCHOLOGY. The problems in this course include the higher thought processes involved in learning, in judgment, in marking and grading, and in the theory of the measurement of intelligence and of ability in various school subjects.

8. HISTORY OF MODERN EDUCATION. The purpose in this work is to aid the student to see educational conditions and problems of today as always arising in some form, and as unfolding along certain definite lines. History needs to be seen as a store-house of helpful ideas on which the student may draw for frequent help. Cubberley's History of Education is the text.

9. HISTORY OF AMERICAN EDUCATION. Among the topics considered are the ways in which American interest in education found expression;

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the effects on education of immigration; of church interests; of social, economic, and democratic development; the growth of graded schools and of state systems. Present day problems are discussed including school and college extension, reorganization and consolidation, the training of teachers and leaders, and the relations of education to national and world interests. Cubberley's Education in the United States is the basis of the work.

10. SCHOOL ORGANIZATION AND SUPERVISION. Designed for those who look forward to the work of supervision of special subjects, of principalships, and of supervisory principalships.

11. EDUCATIONAL MEASUREMENTS. A course dealing with the standard educational tests and scales and their use in elementary schools. Students have practice in giving tests to school children, in scoring papers, and in interpreting results. Offered as credit or half-credit course

12. TEACHING PROBLEMS. A course in the technique of teaching. The problems selected for study will be adapted to the needs of the members of the class.

ELEMENTARY HANDWORK

1. INDUSTRIAL EDUCATION FOR PRIMARY GRADES. Simple industrial problems with educational possibilities and within the interests of young children are worked out in this course. Discussions, selected readings, and exhibits are used to emphasize the relationships between industrial work and the other school subjects, the possibilities offered for unsupervised periods, and the general background necessary to make industrial education a vital part of the school program. The materials used include paper, cardboard, wood, textiles, and clay.

ENGLISH

1. ENGLISH COMPOSITION. The purposes of the course are to help the student attain the expression ability and the language habits required by the profession. The first purpose entails practice in oral and in written exposition; the second purpose entails the elimination of incorrect habits and the acquisition of correct ones. Required of primary and intermediate students.

2. COMPOSITION AND GRAMMAR. The purposes of this course are like those of the above course, with the added purpose of giving the student an understanding of the fundamentals of grammar. Required of junior high school and rural school students.

3. ADVANCED COMPOSITION. As the course in composition aims to give the student command of practical English, so the advanced course aims to give him command of effective English. The acquisition of skill in expression is the object in this course. Required of junior high school students who specialize in English; elective for others who have completed a first course in composition.

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4. **PRIMARY CHILDREN'S LITERATURE.** This course is planned to give a foundation for teaching literature in the kindergarten and the primary grades. A study of fiction and poetry as types and of the interests and needs of children of this age is made as a basis for the appreciation and selection of the most suitable material for these grades. A familiarity is gained with such groups of stories as fairy and folk tales, animal stories, and realistic stories, and with story-telling poems and simple lyrics.

5. **INTERMEDIATE CHILDREN'S LITERATURE.** The literary types studied in this treatment of children's literature are the short-story, the epic, and poetry. Emphasis is laid upon such hero stories as Robin Hood, Odysseus, and King Arthur, upon animal and other nature stories, and upon narrative and lyrical poetry, for their literary quality, their suitability to this age, and methods of use.

6. **JUNIOR HIGH SCHOOL LITERATURE.** This includes a study of the types suitable for these grades: fiction with special attention to the short-story, the drama, the epic, the ballad and lyric, the nature essay and modern address. Principles of selection, both according to literary standards and according to the characteristics of the junior high school age and its vital interests and needs, are developed. The course stresses the use of literature in projects and as training for the right use of leisure.

7. **AMERICAN LITERATURE.** The aim of this course is to give an appreciation of America through its literature: descriptions of the country's great natural features and special regions; contributions from other civilizations in translations and travel essays; interpretation of the significant events in our history, including the European War; and expressions of ideals, both personal and social. Elective; not offered in 1921-22.

8. **SHAKSPERE.** The comedies and romances are read for enjoyment, some of the historical plays are presented briefly in group reports, and three or four of the tragedies are studied intensively. Some time is given to the study of Elizabethan life as an aid in interpretation and of the teaching of certain plays in the junior high school. Elective; offered in 1921-22.

9. **THE SHORT-STORY.** This course consists of an organized study of the nature and technique of the short-story together with wide reading of modern stories of all countries. A brief study is made of the development of the short-story, especially to realize the distinction of America's contribution. Elective; offered in 1921-22.

10. **NINETEENTH CENTURY LITERATURE.** An intensive study of Browning and Tennyson with readings from the poetry of Clough, Arnold, Meredith, Morris, and Swinburne. Elective; not offered in 1921-22.

11. **CONTEMPORARY LITERATURE.** A study of the poetry, plays, and novels of certain contemporary American and British writers that seem to have special significance, with some attention to the influence of a few great forerunners. Elective; offered in 1922.

12. **STORY TELLING.** A course for kindergarten and primary teachers in which constant opportunity is given for practice in telling stories.

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Stress is laid upon the importance of dramatization and pantomime; training is given in selecting and adapting stories to suit the needs of children of different ages. The following are some of the books which are found most helpful: Bryant, *How to Tell Stories, Stories to Tell*; Shedlock, *The Art of the Story Teller*; Lyman, *Story Telling*; Kready, *Study of Fairy Tales*; Cather, *Educating by Story Telling*.

13. **READING AND SPEECH.** Required in all courses except the kindergarten-primary. This is a course designed to develop, not the platform reader, but every student in practical oral expression of thought and feeling, whether it be that of the printed page, or of his own. The aim is to help the student to acquire the habit of finding meaning in printed symbols and then of sharing that meaning in a simple, direct, and easy manner. Special attention will be given the speaking voice; training will be offered for the correction of weaknesses and for the improvement of the individual voice.

14. **PUBLIC SPEAKING.** This course aims to train the student in the effective selection, organization, and delivery of ideas. A maximum amount of practice with a minimum amount of theory will be offered.

GEOGRAPHY

1. **ELEMENTS OF GEOGRAPHY.** A study of the fundamental principles of environmental influence on life with special emphasis on the human response to geographic environment. This includes the response of life to climate, soil, topography, glaciation, water resources, seasons, motions of the earth. A practical application of the study is made in laboratory and field work. The latter involves a study of the home environment and an interpretation of its influence on life. One aim is to use material that is of aid to the teacher in his work in any grade and in teaching the geography of any country; another aim is to give the student the necessary geographic basis for further study either in this department or individually. Text: Salisbury, Barrows, and Tower, *Elements of Geography*.

2. **ELEMENTS OF GEOGRAPHY. (PRIMARY)** A course similar in outline and content to Course 1, but designed for students preparing to teach in primary grades. Emphasis is placed on the determining of the geographic environment from the study of life responses. Stories of life in different types of environment form the basis of the work. Text: Salisbury, Barrows, and Tower, *Elements of Geography*.

3. **NORTH AMERICA.** An application of the principles taught in Course 1 to the study of a continent, i. e., a course in regional geography. It is designed to serve as a type for the study and teaching of other continents as well as to give adequate knowledge of one. The course deals with the location, size, form, relief, soils, natural resources, and climates of each country. Emphasis is placed on their relation to the industries of man and to the present and future development of each country. The course is so conducted that familiarity with the political geography is secured. Prerequisite: Course 1. Courses 1 and 3 are required of all

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students preparing to teach in the intermediate grades and junior high school.

4. **SOUTH AMERICA AND EUROPE.** A course in regional geography similar in outline to Course 3. Prerequisite: Course 1. This course may be taken in place of Course 3.

5. **ECONOMIC GEOGRAPHY.** A study of the effect of physiographical features, climate, soil, geographical location, and other factors on industrial development. The fundamental needs of modern man are considered, such as food, clothing, shelter, fuel and power, and commerce. Each commodity is traced from its origin as raw material to its final marketing as a finished product, emphasis being placed on the factors controlling each stage and the resulting commercial and political relations between the countries concerned. The course is designed especially for junior high school teachers. Text: Smith, Industrial and Commercial Geography.

6. **GEOGRAPHICAL INFLUENCES IN AMERICAN HISTORY.** A study of the geographical factors which have influenced the course of American history. It deals with the exploration, colonization, and expansion of settlement westward; the distribution and development of cities, industries, and transportation systems; and the growth of the United States to a continental and world power. Prerequisite: Courses 1 and 3 and two courses in history. Text: Semple, American History and Its Geographic Conditions.

7. **SEMINAR.** For individual students who have shown that they are capable of doing independent work and who wish to prepare for departmental teaching. Each student conducts the work through consultation with the instructor. There are no regular class hours. Permission of the instructor must be secured before registration. Note: Students preparing for junior high school positions or as special teachers of geography are required to take Courses 1, 3, 4, 5, and 6.

HANDWRITING

The object of the courses in handwriting is to prepare students for the teaching of writing in the public schools and to teach them to write a plain, legible hand at a fair rate of speed. A minimum of 70 on the Ayres scale (Gettysburg edition) is a passing grade, but a minimum of 80 must be reached before students teach in the Training School. Students in all courses are given actual practice in using the standard scales, such as the Ayres, the New York City, and the Freeman. The students are given an opportunity to observe lessons taught by the teacher to see how the principles studied are applied. Writing is a required subject in all courses, and all formal written work must be up to the required standard of form and legibility. Opportunity is given students to obtain a Teacher's Certificate in Writing issued by the Palmer Company.

The texts used are The Teaching of Handwriting by Freeman, and The Palmer Method. Half credit.

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1. **PRIMARY COURSE.** This course includes the study of the principles of method in teaching writing to primary children and its application to both pencil and blackboard work. Much of the work is based on the projects taken up in the primary grades and shows the close relationship between writing and the other subjects.

2. **INTERMEDIATE AND JUNIOR HIGH SCHOOL COURSE.** This course includes a study of the principles of method in teaching intermediate and junior high school students and its application to both pen and blackboard work. Much of the work in this course is an intensive study of the groupings of both capital and small letters, words, and sentences, and of their correlations with other subjects.

3. **RURAL SCHOOL COURSE.** This course includes a study of the principles of method in teaching all the grades in a rural school, and its application to both pen and blackboard work. Special attention is given to planning a course which meets the fundamental needs of each group.

HISTORY

1. **AMERICAN HISTORY, INTRODUCTORY COURSE.** An introductory course in American history covering the periods of the Revolutionary War and the establishment of the nation. The subject matter and the methods used will vary according to the department in which the pupils are preparing to teach. The aim of the course is to train the students to determine essentials and to interpret history in its relation to human problems. Institutional civics is studied in connection with the federalist period.

2. **PERIOD OF NATIONAL EXPANSION.** The period between the War of 1812 and the Civil War. Biographies have a prominent place in this course. Personalities are studied in their relation to compromises, party organizations, and sectionalism. A study of the impelling motives and ideals of the leaders in the expansion movement and of the influence of the frontier forms an important part of the course.

4. **CONTEMPORARY HISTORY.** The development of economic, political, and social problems of the last generation is the basis of the first part of the course. Magazines and documentary materials are used more than text-books. The last part of the course varies from term to term according to current problems both domestic and foreign. American problems are studied in their relation to foreign conditions.

5. **COLONIAL HISTORY.** This course is a study of the foundations of American history. Special emphasis is given to European background, biography, social and economic forces, and the general development of self-government through the colonial period.

6. **ECONOMIC HISTORY OF THE UNITED STATES.** The development of agriculture, manufacturing, commerce, and transportation. Elective for students who have had two previous courses.

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7. MODERN EUROPEAN HISTORY. The aim of this course is to help the pupil to understand the relations between European and American history. The institutions and forces which controlled the development of Modern Europe are studied in their relation to present problems. Such topics as Washington's neutrality proclamation, the purchase of Louisiana, and the Monroe doctrine serve as connecting links. This course lays a foundation for a better understanding of world problems.

HOME ECONOMICS

1. FOODS AND COOKERY, ELEMENTARY COURSE. Production, manufacture, and chemical composition of typical foods; their classification into food principles; changes in digestion; functions in nutrition. The scientific principles underlying the cooking of the food nutrients and application in cookery processes.

2. FOODS AND COOKERY, ADVANCED COURSE. Review of the scientific principles underlying cookery and their application in the preparation of typical foods. Changes in digestion; functions in nutrition. Cost and nutritive value of foods; preparation and serving of meals; the planning and preparation of typical dietaries. Budget-making; the purchasing of supplies.

3. RURAL FOODS AND COOKERY. A short course that includes: composition of the various typical foods; functions in nutrition; principles underlying the cooking of the food nutrients and application in cookery processes. Special attention is given to problems concerning the school luncheon; dishes suitable for the hot lunch and their place in the day's balanced dietary. Half credit.

4. TEXTILES AND SEWING, ELEMENTARY COURSE. A course in the care and repair of clothing and the construction of undergarments and a school dress. The textile work aims to give practical knowledge of the characteristics of textile fibers and materials, which will aid in the selection of materials and their care.

5. TEXTILES AND SEWING, ADVANCED COURSE. A dress making course. By the construction of dresses for different occasions one is afforded an opportunity of handling a variety of materials and for work in costume design.

6. RURAL SEWING. This course is divided into two parts: a review of elementary sewing; methods of presenting the subject and outlining of courses of study for rural schools. Half credit.

KINDERGARTEN EDUCATION

1. CHILD PSYCHOLOGY. The course is required of all kindergarten-primary students and is taken during the term immediately preceding the one in which the student teaches in the kindergarten. Carefully supervised observation of young children is the basis of the course. The student's curiosity regarding the meaning of children's activities is utilized

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as a starting point for the study of the instincts and capacities, mental processes and emotions of the period of childhood from four to eight. Throughout the course observation and reading go hand in hand. The text used is Norsworthy and Whitley's *Psychology of Childhood*.

2. **KINDERGARTEN CURRICULUM.** This course accompanies kindergarten teaching and involves a study of the kindergarten curriculum and a more extended application of the principles emphasized in *Child Psychology*. Problems arising in actual teaching concerning the selection of materials, subject matter, and method are discussed; and the reading of various references brings to the student the best opinions available.

3. **KINDERGARTEN TEACHING.** The kindergarten work is based upon an effort to utilize, interpret, enrich, and extend the experiences of the children in connection with their home and out-of-door life and to direct and train the powers which are ripe for cultivation at this time. Conversation, stories, pictures, songs, games, rhythmic activities, constructive occupations, and excursions are means to this end. The student-teacher participates in every phase of kindergarten procedure, and the aim is to teach him to take hold of the instinctive activities of the children and turn them to educational account. Besides conferences with individuals, daily half hour conferences with all the teachers are held for planning and discussing the work of the department. Two credits.

MANUAL ARTS

1. **ELEMENTARY BENCH WORK.** A study of tools—their uses, names of parts, adjustment, care, and how to sharpen. Instruction in the structure of wood, lumbering operations, seasoning, characteristics of good lumber, defects, methods of preserving lumber, elementary wood finishing, a study of period furniture and the distinguishing characteristics of each. Note book work and mechanical drawing.

2. **CABINET MAKING.** A continuation of Elementary Bench Work including more advanced projects with a study of construction and design and involving the use of woodworking machinery.

MATHEMATICS

1. **PRIMARY ARITHMETIC.** This course is a study of methods of teaching arithmetic in the first three grades. It includes a study of the development of number in the race and child experience; an intensive study of the material of these grades; number as it appears in construction work; games and other experiences which should form the basis of work in number with little children; examination of text books suitable for these grades; and many devices for number work and play. The text is Smith's *The Teaching of Arithmetic*. To this course there is an introduction of problem work, to review fundamental principles of arithmetic. Half credit.

2. **INTERMEDIATE ARITHMETIC.** This course is designed to prepare teachers of arithmetic of the fourth, fifth, and sixth grades. A thorough

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study is made of the fundamental principles upon which computation of whole numbers, fractions, decimals, and percentage depend. Considerable time is given to the making and solution of problems drawn from the ordinary experiences of life. Methods of presentation of the arithmetic of these grades are worked out in class. The texts used are Brown and Coffman's *How to Teach Arithmetic* and Stone-Millis's *Higher Arithmetic*.

For those students who plan to take the first grade certificate, this course is modified, covering the course in less detail and adding a review of subject matter and methods for primary arithmetic.

3. JUNIOR HIGH SCHOOL ARITHMETIC. This course gives a study of the methods of presentation of the subject matter of the seventh and eighth grades together with a thorough review of this subject matter and an extension into the field of advanced arithmetic. It also covers work in standardization. The texts used are Brown and Coffman's *How to Teach Arithmetic* and Stone-Millis's *Higher Arithmetic*.

4. JUNIOR HIGH SCHOOL MATHEMATICS. This course gives a review of elementary algebra and geometry and presents methods of teaching junior high school mathematics. Text books are examined and programs worked out for the seventh, eighth, and ninth grades.

5. PLANE TRIGONOMETRY. It consists of subject matter and of a discussion of the methods of presentation of such parts as can be introduced into ninth grade mathematics. The text in use is Wentworth-Smith's *Plane Trigonometry*.

6. COLLEGE ALGEBRA. This course covers quadratics, theory of equations, permutations and combinations, determinants, functions and their graphs.

PHYSICAL EDUCATION

Students in the primary and kindergarten-primary courses are required to take Advanced and Natural Dancing which counts as a half-credit; other students are required to take Physical Education for the Grades and Elementary Folk Dancing, the two of which count as a half-credit. The costume required of girls for gymnasium work consists of black bloomers, white middie blouses, white tennis shoes, and black ties.

The gymnasium is well-equipped for basketball, volley ball, indoor baseball, and indoor tennis, as well as for regular gymnasium work.

1. PHYSICAL EDUCATION FOR THE GRADES. Games of skill and playground games. This course offers the student an actual playing acquaintance with the types of games that children of different ages like and need for their all around development. Incorporated with the practical work is a discussion of the principles upon which this choice of material is based, the best methods of presentation, and the necessity for adaptation to the needs of any particular group. A note book of this course is required.

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2. **ELEMENTARY FOLK DANCING.** This course presents a graded program of the dramatic and folk dances so essential in the education of the growing child and endeavors to acquaint students in training with the different age characteristics and interests of children and the necessity for intelligent choice of subject matter. Enough time is given to march tactics to enable students to handle large groups easily should this be necessary. A note book of this course is required.

3. **ADVANCED AND NATURAL DANCING.** Believing that one of the serious lacks of American people today is the lack of training of the emotions, we offer in this course a type of free rhythmic dancing that allows for joyous self expression, the natural response of the whole self to the message of music. Every student needs this course for her own personal satisfaction and the development of her powers of deeper appreciation and truer interpretation.

PUBLIC SCHOOL ART

The work in art is based on a study of color and design. Opportunity is given students to observe lessons given to the children, and class work is closely related to the work of the different grades. A brief review is given of the most important schools of painting and the principal styles of architecture.

1. **ART FOR PRIMARY TEACHERS.** This course is planned for students who expect to teach in the first, second, or third grades. Primary problems and their correlation with other subjects form a basis of work and discussion.

2. **ART FOR INTERMEDIATE TEACHERS.** The work of this course is similar to that planned for the students taking the primary course with the addition of problems belonging to the fourth, fifth, and sixth grades in costume design, lettering, drawing, and perspective.

3. **ART FOR JUNIOR HIGH SCHOOL TEACHERS.** More advanced work is required in this course dealing with perspective, object drawing, and the color theory as applied to costume design, interior decoration, projects in other work, and posters.

4. **ART FOR RURAL SCHOOL TEACHERS.** This course is planned to deal with the problems in the first six grades and is especially designed to prepare teachers to meet rural school needs.

5. **ADVANCED ART.** A special course given to those students wishing further study. The work includes pencil, colored crayon, and blackboard sketching, water color, design, and permodello modelling. Elective for students who have had one of the previous courses.

PUBLIC SCHOOL MUSIC

1. **PRIMARY MUSIC.** This course includes the rudiments of music, sight-reading, ear-training, tone-production, foundation work in appreciation, writing of simple melodies, and the methods of presentation adapted

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to the work in the kindergarten and primary grades. Supplementary to this is the work of the Music and Games classes.

2. **MUSIC AND GAMES (Kindergarten and Primary).** This is a study of instrumental music, victrola music, and songs to be used in kindergarten and primary grades, with special reference to aims, standards underlying selection of materials, and methods of presentation. The course deals also with the development and use of rhythmic activities and games based upon the play instincts and fundamental movements; a discussion of the principles and methods employed in developing these; the interpretation of instrumental music through simple dances; the dramatization of songs and of experiences growing out of every day interests; and the use of the best traditional games. Half credit.

3. **INTERMEDIATE AND JUNIOR HIGH SCHOOL MUSIC.** This course includes the work as outlined in Primary Music, with a more intensive study of intervals, triads, chromatics, and minor scales, and of the methods applicable to these grades. Suitable songs and sight-reading material are examined.

4. **ADVANCED MUSIC.** This is an elective course open to all students who have taken the required course. It includes two distinct phases of music study: (1) **Appreciation**—It is the aim of this part of the course to develop the capacity to perceive and enjoy the beauty and significance of music, and to give an intelligent and cultural acquaintance with good music. (2) **Melody writing**—The laws governing melodic progression and the relation of accents to meter and rhythm are studied and applied in the writing of original melodies. Through the analysis of children's songs and folk-songs, the student becomes familiar with small song forms.

5. **MUSIC APPRECIATION.** This is intended primarily to be a cultural course, but it is so planned that it will be helpful to the grade teacher, preparing him to give simple lessons in appreciation.

RURAL EDUCATION

1. **RURAL SCHOOL METHODS.** The purpose is to give the student a fair understanding of methods of administration, supervision, and management of rural schools. A major part of the time is devoted to a rather intensive study of such problems of management as daily programs, grading and classification of pupils, library management, and the teaching of the various units of subject matter. Students are required to submit weekly reading reports which aggregate twelve hundred pages for the term.

2. **ADVANCED RURAL SCHOOL METHODS.** This course presupposes Course 1, and is designed to be a more intensive and detailed treatment of the subject. The application of educational principles to the problems of class room management is given a large place in the course. It is offered to such students as expect to specialize in rural school supervision.

3. **RURAL TEACHING.** Six weeks of student-teaching are given during the junior year to accommodate those students who wish to interrupt their

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course at the close of this year of work and teach for a limited time. Observation and student-teaching in a typical field do much to fit the student for rural teaching. Three schools of rural type—a one-room school, a two-room village school, and a consolidated school—are associated with the College for this purpose. One and one-half credits.

SCIENCE

1. **NATURE STUDY FOR PRIMARY AND KINDERGARTEN TEACHERS.** The purpose of this course is to give preparation for teaching nature study in the lower grades. The various topics are treated from the two standpoints of subject matter and method of teaching. During the fall and spring frequent field trips are taken to study plants and animals in their natural environment and to learn where materials may be collected. This work is supplemented by laboratory studies of materials indoors. Special attention is given to seasonal changes, pets, fruits, vegetables, and the common wild plants and animals.

2. **NATURE STUDY FOR INTERMEDIATE TEACHERS.** The general plan of this course is similar to that of the preceding, with some changes to adapt it to the needs of teachers of older children. More attention is given to gardening, astronomy, and elementary physics and chemistry.

3. **AGRICULTURAL NATURE STUDY FOR RURAL TEACHERS.** The general plan of procedure is similar to that of the preceding courses with special attention given to the farm environment, including both the wild plants and animals and the crops and domesticated animals raised on the farm.

4. **GENERAL SCIENCE FOR JUNIOR HIGH SCHOOL TEACHERS.** The aim of this course is to put the prospective junior high school teacher in touch with the general science point of view. Special emphasis is laid on the organization of subject matter from the children's standpoint. The material is organized around the two great centers of home and community. The course includes the study of such topics as the following: the home garden, lighting and heating the home, musical instruments, the automobile, moving pictures, the airplane, the telegraph, steam and engines, the relation of flies and mosquitoes to health. Laboratory and field exercises constitute an important part of the course.

5. **HYGIENE AND SANITATION.** This course is required of all students. Its aim is to acquaint the prospective teacher with the latest scientific knowledge on this vitally important subject and to equip him to make the school a center of influence in the movement for the conservation of health. Only so much of physiology is included as is needed for a background for hygiene. The two subjects are discussed together as they overlap in the various phases of the work. The following topics are included: normal growth and its standards; causes of abnormal growth, as malnutrition, bad air, lack of exercise, excessive exercise, lack of proper rest; common defects, as bad eyes, defective hearing, adenoids, diseased tonsils; methods for detecting various defects, and the best methods of treating

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them from the school standpoint; programs for hygiene teaching and practice in the grades; hygiene of program making; routine school sanitation.

SOCIOLOGY

1. **PRINCIPLES OF SOCIOLOGY.** A study of the structure of society and the development of social institutions: social evolution, the social population, social forces, social processes, social products, and sociological principles. A consideration of the social characteristics of the nationalities and races involved in the immigration problem of the United States and the social interpretation of the resulting problem of Americanization. Such problems of social and industrial democracy as the Negro question and the labor movement. The aim is to acquaint the prospective teacher with the knowledge of the fundamentals of the social environment of the school and with the professional use of that knowledge. Social conditions and problems are studied with their relations to the teacher and to the elementary school child always in mind. The approach is made through the study of concrete problems of contemporary social life. Readings, reports on special topics, discussions, periodical work, and field trips to the State School for the Deaf and Dumb, the State School for the Blind, the State School for Dependent Children, and other charitable and correctional institutions under local and state control. Texts: Ross, *Principles of Sociology* and Hayes, *Introduction to the Study of Sociology*. Required of all.

2. **SOCIAL PROBLEMS.** An intensive study of several social problems of importance to teachers: such as, the social aspects of feeble-mindedness; the problems of poverty and pauperism, special classes of dependents, and preventive agencies and methods with special attention to juvenile dependency in its relation to the school; crime, with special reference to juvenile offenders; the social aspects of child labor and of women in industrial and professional fields; the social obligations to childhood; the social aspects of heredity; and social hygiene education. Discussions, readings, reports, special topics, current periodical work, and field trips to the State School for the Feeble-minded and the State Penitentiary. Texts: Gillin, *Poverty and Dependency*; Mangold, *Problems of Child Welfare*; and journals like *The Survey* and the *American Journal of Sociology*. Elective. Prerequisite: Sociology 1.

3. **EDUCATIONAL SOCIOLOGY.** Application of the principles of sociology to education; social education and social progress; the course of study in relation to social life; social conditions differentiating urban and rural education; social aspects of moral education; the social need of education for leisure and recreation; the problem of community cooperation; social centers and the school as a social center; the social organization of teachers as a professional group; the growth of democracy and its relation to education; the socialization of discipline, of curriculum-content, of supervision, of administration, of teaching methods; the essentials of a socialized education. Readings, reports, topics, and



*The
Reception
Room*

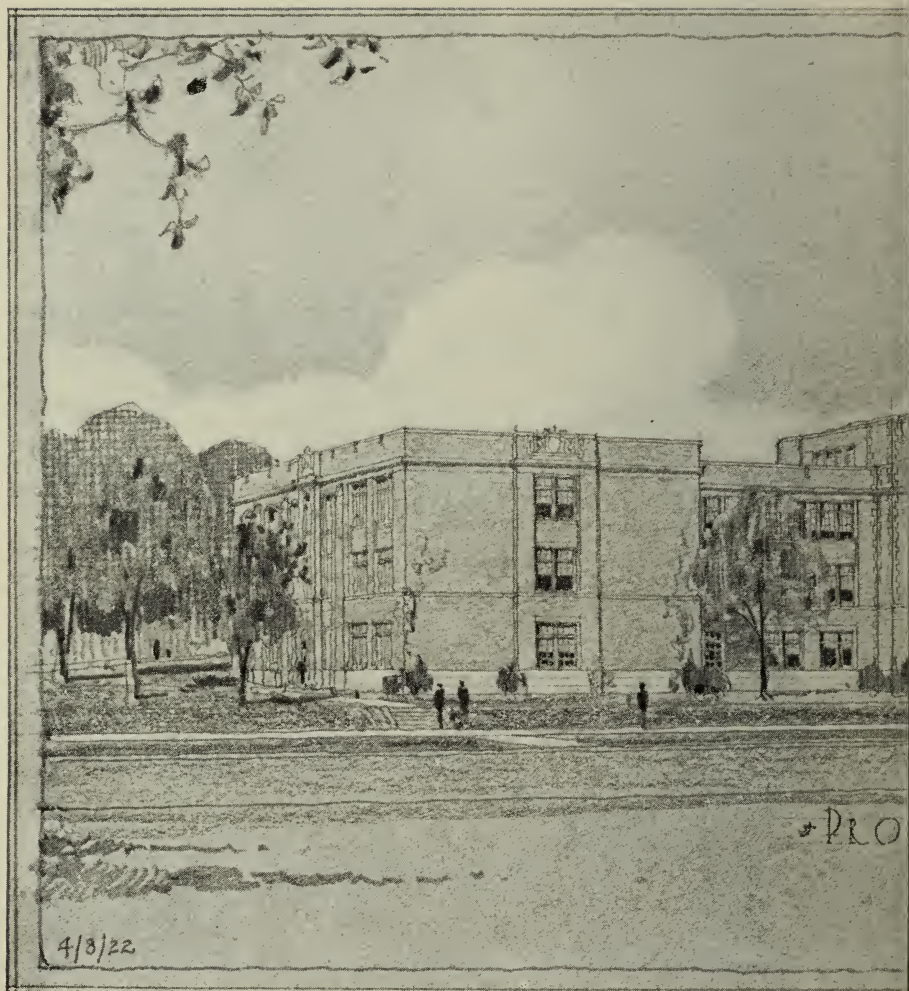


*The
Infirmary*



*The
Fireplace*

DORMITORY VIEWS



OUR NEW
(To be ready for occupancy)



BUILDING

(May Spring term, 1923)

*Broad
Street*



*Fifth
Street*



*Sibley
Park*



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informal discussions. Prerequisite: Sociology 1. Texts: Smith, An Introduction to Educational Sociology, and the writings of Todd, Ward, Cooley, Ellwood, and others as they bear upon education. Required in the Four-year Course; an advanced elective for all others.

4. **RURAL SOCIOLOGY.** A consideration of the social nature of the rural problem; rural social institutions and their improvement; rural social surveys; and the principles of sociology in their relation to rural life. The aim is to acquaint the student with the rural social structure and its possibilities, and the teacher's relation to it. The primary purpose is to give the teacher a sympathetic appreciation of the rural point of view and of the special rural life problems with some knowledge to help in their solution. Discussions, special topics, visits to consolidated schools and to rural community centers. Texts: Gillette, Constructive Rural Sociology and Cubberley, Rural Life and Education. Required in the Rural Education Course. Elective for all others.

5. **MODERN SOCIAL MOVEMENTS.** A critical examination of modern social reform movements and their evaluation in the light of social science. Prerequisite: Sociology 1 and any one other course in the department. An elective course for mature students only. Offered when demanded.

GENERAL DIRECTIONS FOR STUDENTS.

TIME OF ENTRANCE

It is most important that students enter on the opening day of the term. Success in class work depends largely upon getting the point of view given by the teacher at the beginning of the course, and students cannot be admitted to classes after this preliminary work is done.

GRADUATION

Twenty-four credits are required for graduation from the two-year course; forty-eight from the four-year course. A credit in a subject is earned by four one-hour recitations per week for a term of twelve weeks. A student must spend six terms in the College to secure its two-year diploma unless credits are accepted from other institutions.

DIPLOMAS AND CERTIFICATES

A diploma which is a legal qualification for teaching in the elementary grades is issued on the completion of a two-year course of study. High school graduates who have completed one year of the two-year course will be given first grade certificates if their work has been of such quality as to commend them for teaching; the course will be slightly

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modified in preparation for rural school work including six weeks of teaching in good rural schools associated with the College. This provision will enable those who have not sufficient funds to keep them in school for two years to secure well-paying rural schools after one year. This certificate may be renewed after two years on application to the President on evidence of successful teaching. The Department of Education will accept complete standings from the teachers' colleges in subjects prescribed for teachers' certificates.

CREDIT AT THE UNIVERSITY OF MINNESOTA

The University gives two years of credit in the College of Education for the standard diploma of the Teachers College where its holder is recommended by the President. Both diplomas can thus be secured in the four years required for a university course, with a training that will fit their holder in a special way for the work of teaching whether in a high school or as a principal or as a superintendent. The holder of a Teachers College diploma can spend nearly all of the two years in the university upon the special subjects of his choice. The kindergarten-primary diploma secures but one year of credit, but kindergarten graduates can secure the standard diploma by doing the additional work of one term or two summer sessions. The standard diploma secures one year of credit in the College of Science, Literature, and the Arts. Other universities receive graduates of the Teachers College on the same basis.

ADMISSION AND ADVANCED CREDIT

The completion of a four-year high school course or its equivalent is required for admission to the College. Official records of high school work and of work offered for credit should be presented at entrance. A person who has taken the teacher-training work in a high school after having been graduated from the school will receive eight credits on the two-year course; so that the teachers' college course can be completed in one year and two six-weeks summer sessions. High school normal training graduates will receive twelve credits provided they were members of a class in which all were high school graduates and have done one year of successful teaching. Such students will be required to remain in college at least two consecutive terms as a condition for graduation. No credit can be given for the teacher-training course where it was taken as a part of the four-year high school course. Credit is given for college work so far as it is equivalent in teacher-training value to the subjects of the teachers' college curriculum.

STANDARD OF SCHOLARSHIP

Students are graded in their classes on the scale A, B, C, D, E—A being a high honor grade and E denoting failure. Students who receive two D grades, or poorer, in any term are placed on the probation list, and the standing of the student must be improved the following term if he is to remain in the college. A student is not admitted to observation and

teaching unless half of his standings are above D. A standard in handwriting of 80 on the Ayres scale and the approval by the English teachers of the student's English are required for admission to observation and teaching. A student whose English is not up to the standard proper for a teacher is required to take extra courses in English without credit.

No student is allowed to take more than four subjects during any term, except that physical education is sometimes assigned to a student who has four full subjects. In case any extra work is allowed the time of the student in the institution is not shortened thereby.

CLASSIFICATION

There are class officers for each course of study, kindergarten-primary, primary, intermediate, junior high school, and rural, who make the study programs for all students enrolled for their course and serve as advisors during the entire course. The close acquaintance which results from this relation is a valuable feature of the student's life.

SCHOOL ORGANIZATIONS

ATHLETICS AND RECREATION

A live student athletic association, open to all members of the College, provides for its members numerous activities in season. Recognition of achievement takes the form of insignia granted on the basis of points earned, and the earning of points is dependent upon the actual time spent in any one of the several activities as well as upon proficiency. Athletic games are conducted on the principle that the contribution of athletics to the school is greater, the greater the number of students participating; accordingly the plan is extensive rather than intensive, teams being organized from as many groups as possible.

The city has a number of tennis courts which are available to students and may be used by them on the same basis as the townspeople use them. There are many places of interest near Mankato to which leaders conduct hiking parties of students; they are given full privilege for enjoying these natural scenes. The city has an excellent skating rink and certain civic organizations are now definitely planning facilities for coasting, skiing, and other of the winter sports.

The College has two tennis courts for the exclusive use of students and faculty. Soccer is a favorite game with the students; because of an increased interest during the past two years, in this particular sport, inter-scholastic games have been instituted and there is an annual tournament with the Mankato High School. The abundant material for girls' basketball teams makes it desirable to arrange not only a number of inter-scholastic games, but also to provide a schedule of games with other in-

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stitutions. The successful season of the young men's team, has made it possible to arrange for next year a tentative schedule including several trips to various points in Minnesota.

The increased attendance of young men has made it necessary to employ an athletic director and coach for the men's teams. The institution was fortunate in obtaining the services of Mr. Hugh Jameson, a young man of excellent personality and character, who received the degree of Bachelor of Arts from the University of Michigan where he was prominent in athletics and physical education. Mr. Jameson has been physical director of the Mankato Young Men's Christian Association for the past year. He and the physical director for the women plan to introduce in the College athletics for next year such activities as fieldball, football, baseball, track and field events.

CAMP FIRE GIRLS

The Camp Fire Girls is an organization made up of groups of girls who want to make life just as splendid as possible. They are seeking to develop the spirit of the home so that it will influence the entire community. The Law of the Fire states the underlying principles in a few words: seek beauty; give service; pursue knowledge; be trustworthy; hold on to health; glorify work; be happy. In the College there are two active groups which are being prepared to be guardians of Camp Fires in the towns in which they will teach.

This year the Camp Fire Girls have assisted in the Christmas Seal drive, the Salvation Army campaign, and the activities of Education Week, besides giving time to local charity work. In April they, with the other Mankato Camp Fires, will present a Grand Council Fire to acquaint the public with the true spirit of their organization.

THE COUNTRY LIFE CLUB

The object of this organization is to know and appreciate the characteristics, the needs, and the problems of country life. Membership in the club is open to any one who is interested in a study of these matters and who is willing to contribute his share of work. All students in the rural department are expected to be active members. Regular meetings of the club occur each alternate Tuesday during the school year. A rural school survey of Blue Earth county is one of the projects of the current year.

THE DRAMATIC CLUB

This organization is enthusiastically supported by students who have a special interest in dramatics. It is open to all students who pass the prescribed try-outs. The club affords an opportunity to members to become acquainted with "what's what in drama", where to find it, and how to use it. The public is frequently invited to witness some of the programs.

MANKATO, MINNESOTA

GLEE CLUBS

The Girls' Glee Club is organized to accomplish three things: to provide music for special occasions, to learn the right use of the voice, to become familiar with beautiful part songs. Students who have good voices and a fair ability to read music may become members of the club. The Triangle Club furnishes the same opportunities to those students who possess good voices but have had no previous training in part singing. Each club meets for an hour's rehearsal once a week.

THE ORCHESTRA

A small orchestra, composed of first and second violins, cornet, clarinet, and piano, has been organized to furnish music for school parties, entertainments, and dances. This organization meets for rehearsal one hour each week. Students who have had training in high school or other orchestras are urged to bring their instruments with them and become members of this organization.

TRAINING SCHOOL CLUBS

Each student who teaches in the Training School is eligible to membership in the club of the department in which he teaches. The K. K. X. of the kindergarten department was the first group to be organized; later the following clubs were formed: the Makata Club in the primary department, the M. G. O. in the intermediate grades, and A. I. A. G. in the junior high school. New members are initiated three times a year. These organizations give students an opportunity to become well acquainted with each other and create a spirit of good fellowship.

RELIGIOUS ORGANIZATIONS

YOUNG WOMEN'S CHRISTIAN ASSOCIATION. This organization is open to all the girls of the college. The meetings which are held at Daniel Buck Hall are of a religious and social nature. The organization offers to new girls one of the best agencies for getting acquainted and making close friendships. A get-acquainted party, the Washington Birthday party, and the recital by John Seaman Garns of Minneapolis are among the enjoyable social affairs given this year. The social service committee has done effective work among the foreign born citizens of Mankato; a package of clothing was made and sent to the war orphans in Paris.

THE DAUGHTERS OF THE REFORMATION. This society for Lutheran girls was organized October 1921 under the auspices of Bethlehem Lutheran Church. The aim of the society is to promote general fellowship and mutual welfare among Lutheran students and to contribute to some branch of church work. With this aim in view, the society joined the Women's Missionary Federation of the Norwegian Lutheran Church of America.

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THE NEWMAN CLUB. The Newman Club was organized to further the spiritual and social welfare of the Catholic students of Teachers College, and to cooperate with all other organizations for the furtherance of the ideals for which the college stands. The club attends Mass and Holy Communion in a body on the third Sunday of each month. Meetings are held prior to the third Sunday, at which religious and business matters are discussed. The social calendar provides breakfasts every other month and teas, parties, picnics, hikes, and bowling tournaments. The club cooperates in every way with the two Catholic parishes of Mankato and has their support.

GENERAL INFORMATION

LOCATION

Mankato is a beautiful, residential city of 14,000 situated in the Minnesota River Valley. It is located in the center of Southern Minnesota. It has excellent railroad connections with all points in the territory which the College serves, and it is easily reached by automobile and by motor bus.

LIVING ARRANGEMENTS

DORMITORIES. Two halls have been erected by the state as homes for the young women students. Daniel Buck Hall, which has been in use for eight years, accommodates eighty-five. Cooper Hall, which was first used in the summer session of 1921, will at present accommodate forty-two. Both are beautiful, fire-proof buildings in the Maryland Colonial style. Here through the dean of women and the resident teacher, the young women enjoy the atmosphere and care of a cultured home and opportunities for good fellowship.

Each room is equipped for two students and contains two closets, two couch beds with all necessary furnishing, a study table, a dresser, two chairs and one rocker, and one large rug. Students are required to care for their own rooms and to furnish sheets, pillow cases, towels, soap, and table cover for a table 28x42 inches, a dresser scarf, couch cover, and additional blankets beyond the two furnished by the school.

The cost of room and board at the present time is \$5.50 for most of the rooms; in rooms on the third floor with dormer windows it is \$5.25, and in corner rooms with two full windows or room with French windows it is \$5.75. No discount is made for absence under one week, and for longer absences the loss is shared between the student and the school. During the regular vacations only room rent is charged. Meals to guests are twenty-five cents each. Bills for board and room are dated from the beginning of the term and are payable monthly in advance; all checks should be made to Daniel Buck Hall. Students cannot be received at the Halls before Monday noon of the opening week.

MANKATO, MINNESOTA

Rooms are assigned in the order of application, and each applicant must deposit five dollars, which will be applied on the first month's payment; this deposit will be returned in case the application is withdrawn two weeks before the opening day. Only those students are received who expect to remain through the year.

Young women students who room outside will be received as boarders at Daniel Buck Hall. The present rate is \$4.50 a week, payable monthly in advance.

ROOMS OUTSIDE THE HALL. Students are not allowed to engage rooms at houses not on the official list without consulting the dean of women. Lists of approved places, where reasonable comforts and privileges are assured, will be furnished on registration day or will be sent upon application. The ordinary price of board in private houses, including furnished room, light, and heat is \$6 to \$8 a week. Rooms without board cost from \$10 to \$16 a month; two students usually occupy a room.

It is important that careful selection be made, since students rent their rooms for the full term and must not break the contract without the consent of the dean of women. Room rent is payable in advance by the calendar month, with no deductions for vacations.

SUPERVISION OF STUDENT LIFE

The social and moral welfare of women students is under direct supervision of the dean of women. She has prepared a list of addresses at which rooms for young women may be obtained. All houses on the list have been inspected by her, and although responsibility for them can not be assumed by the Teachers College they are believed to be suitable houses for women students. Women students are expected to occupy rooms only in such rooming houses as accommodate women exclusively, and in which a parlor is provided for the reception of visitors. Changes in rooming places may be made only with the dean's approval. All women students are required to report to the dean on entering the institution, in order that they may register their addresses and may be directed if rooms have not been secured. The dean of women wishes to be of real service to the young women, and they should consult her freely upon any topics that concern their general welfare.

A trained nurse of long experience has supervision of health conditions and gives advice to individual students. The general health of the students has been greatly improved under this provision.

EXPENSES

Tuition is free to all students admitted into any of the classes of the College department provided they sign a pledge to teach two years in the public schools of the state. Persons not willing so to pledge themselves may be received on the payment of a tuition fee of \$10 per term. If for any reason the intention to teach is not fulfilled, the obligation can be discharged by later payment of the regular tuition fee. Each student on

STATE TEACHERS COLLEGE

registration pays a fee of \$7.50 per term; of this, \$5.00 is the regular term fee, which includes the rental of text books, and \$2.50 is the student's privilege fee, entitling the student to free admission to all concerts, lectures, athletic contests, and other entertainments furnished by the school.

For living and school expenses three hundred dollars a year is considered a fair average expenditure. The school wishes to emphasize the desirability of simplicity in dress. The life of a student at the College does not call for elaborate day or evening costume. A simple dark dress for school, with another for church or afternoon wear, will be sufficient for most occasions.

THE SOCIAL CALENDAR FOR 1922-1923

SUMMER TERM, 1922

Get-Together Party, Friday following the opening of school

All-School Picnic at Sibley Park

Four lectures by Dr. E. A. Steiner

Concert number, Miss Lora Lulsdorff and Violinist

Lectures by President L. C. Lord, Charleston, Illinois, Teachers College, and by Dr. Ernest Burnham, specialist on Rural Education, Kalamazoo, Michigan, Teachers College (Other lectures to be arranged for)

Dance in Gymnasium

Outings to Minneopa Park and to other points of historical interest will be planned for the Saturdays

FALL TERM, 1922

Religious Organizations Hostesses—Registration Day

Reception to Faculty and Students, first Friday of college term

All-school Picnic

Southwestern Minnesota Teachers Association

Tea for visiting graduates—Training School Clubs Hostess

Dance in Gymnasium

Halloween Party

Minnesota Educational Association

Dean's tea for fall and winter graduates

Concert—Riccardo Martin, Tenor, New York Metropolitan Opera Company

Athletic Association Party

Athletic Activities—Football games, Soccer, Tennis, and Hiking

WINTER TERM, 1922-23

Christmas Festival

Dramatic Club Play

Concert—Margery Maxwell, Soprano, Chicago Opera Company

MANKATO, MINNESOTA

St. Valentine's Young Women's Christian Association Party

Washington's Birthday Party

Junior Formal Dance

Basketball games—probably not fewer than twelve inter-collegiate games will be arranged for

SPRING TERM, 1923

Camp Fire Girls Evening

Concert—Valentina Crespi, Italian Violinist, with Charles Granville, Baritone

Final Basketball Game on home floor

Junior-Senior night

Athletic Day

Baseball inter-collegiate games

All-School Picnic, Sibley Park

Young Women's Christian Association Bazaar

Track meet

Dean's Party to Senior Class, Daniel Buck Hall

Commencement Sermon

Junior High School night

Faculty reception to seniors and their friends

Commencement

LECTURES AND CONCERTS

Lectures are given by men and women of note at the weekly assemblies and in the entertainment course which has been planned for the coming year. Arrangements have not been completed, but it is the aim of the school to secure three noted lecturers as a part of this course.

In order to give a varied program two artists have been engaged for each of the three concerts planned for the coming season. The following artists already secured are even superior to those heard in the past. Riccardo Martin, the greatest of American tenors, a member of the Chicago Opera Company, has been singing the leading roles with Galli Curci and Mary Garden. His accompanist is a pianist of rare ability who will also give several solo numbers. Margery Maxwell, lyric soprano, also a member of the Chicago Opera Company, will appear on the program with the French pianist, Maurice Dumesnil, who has achieved great success in this country as well as in Europe and South America. An Italian violinist, Valentina Crispi, who has already won an enviable reputation in Europe, and Charles Norman Granville, a Chicago baritone, will present another of the excellent concerts in the course.

THE TRAINING SCHOOL

The Training School, enrolling more than four hundred children, is organized in four groups or departments—kindergarten, primary (grades one to three), intermediate (grades four to six), and junior high school (grades seven to nine). Opportunity is given students to do their teaching in that department or grade for which they are preparing to teach.

STATE TEACHERS COLLEGE

In immediate charge are the director and twelve training teachers, all equipped for their work by successful public school experience and special training. These instructors supervise and direct all teaching done by students of the College and teach some classes daily.

The continuity of the work of the school is carefully preserved by the supervision of the director. Each student teacher is required, after a general outline is given, to plan the work daily in detail and to submit these plans for criticism and amendment. The instructors are sympathetic and tactful and give counsel as needed, and the greater part of the teaching is in the presence of some one of them. The quality of the teaching is not allowed to deteriorate; careless work is not permitted; enthusiasm, freshness, vigor, and high ideals characterize the work done by the student-teachers, whose training makes them effective and desirable teachers.

Student teaching is open only to those who have met the following requirements: (a) a command of English (both oral and written), approved by the English department of the College; (b) handwriting above the minimum standard of 80 on the Ayres scale; (c) the completion of at least twelve credits of work in the College; (d) grades in half of these twelve credits above "D."

The course of study used in the Training School is thoroughly modern, giving due emphasis to the physical welfare of children, to industrial and manual arts, to effective oral and silent reading, to good English expression, to geography and history of the best modern type, and to the mathematics which is needed today. The teachers of the College department and of the Training School work in close cooperation.

THE SUMMER SESSION

The session of 1922 will begin June 12 and close July 21. A large number of the subjects of the regular school year are offered in the summer, and students can begin any of the courses or secure credits toward the diploma of the College. Teachers in service have the opportunity, if they are high school graduates, of carrying on their courses of study during the summer or of taking work that will fit them better for their work in schoolroom and community. Mature teachers recommended by their county superintendents are admitted to the regular classes in the summer even if they are not high school graduates.

Each class will do double work daily in each subject, and only two subjects are allowed. No review work is offered. The work will be of the same scope and quality as the work of other terms, the teachers being from the regular College faculty. Circulars will be sent on application to the President; these circulars give particulars as to the application of credits to teachers' certificates, the program of classes, and other details of the summer arrangements.

MANKATO, MINNESOTA

LOAN FUND

Three classes, those of 1916, 1917, and 1919, have established loan funds amounting in all to nearly five hundred dollars to meet special needs that may arise from illness of students or other emergencies. The amount loaned to any student is limited, but a small amount will often tide a student over and enable him to complete his course when it would be otherwise impossible.

SCHOOL PROGRESS

School Progress, an educational journal, was established by the faculty of the Teachers College in 1919. Six numbers were published during each of the first two years of its history and four during the present year. It is sent free of charge to superintendents and elementary school teachers throughout southern Minnesota and to all graduates of the school who are teaching. Its main purpose has been to keep in touch with elementary school problems, and to bring to the teacher in service the best modern educational ideas and those practices that have been tested and found most valuable in our training school and in the public school. Another purpose has been to keep those people who are interested in the College informed of its activities.

The President will gladly furnish further information upon inquiry.

STATE TEACHERS COLLEGE

COMMITTEES OF THE FACULTY

The President of the College is ex officio a member of each committee

ASSEMBLY

MR. HANCOCK
MR. FULLER

MISS SPARROW
MISS N. WILLIAMS

ATHLETICS

MISS BLEWETT
MISS ELLIS

MR. MORRIS
MR. PETTERSON

CLASS OFFICERS

MR. HANCOCK
MR. FULLER

MR. MORRIS
MR. SNARR

FACULTY STUDY

MR. NICHOLS

MISS E. J. MILLER

MISS ELLIS

LOAN FUND

MR. PETTERSON
MISS BOWDEN

MISS ROBBINS
MISS ELLIS

PUBLICATIONS

(SCHOOL PROGRESS EDITORIAL BOARD)

MR. SNARR
MR. PETTERSON
MISS BEALE

MR. MILLER
MISS BOWDEN
MISS SPARROW

MR. TRAFTON

SOCIAL AFFAIRS

DEAN OF WOMEN
MISS CONSTANCE
MISS ROBBINS
MISS BLEWETT

MR. MORRIS
MR. NICHOLS
MISS SOLTOW
MISS SPARROW

STUDENT WELFARE

DEAN OF WOMEN
MR. MORRIS

MRS. PARRY
MR. PETTERSON

MISS SOLTOW

Y. W. C. A. ADVISORY BOARD

MISS SOLTOW
MISS ROBBINS
MRS. PARRY

MISS ELLIS
MISS SPARROW
MISS COOPER

MISS LINNELL

CONCERTS AND LECTURES

MRS. CARRINGTON

MISS N. WILLIAMS

MANKATO, MINNESOTA

REGISTER OF STUDENTS FOR 1921-1922

Including the Summer Term 1921

THIRD YEAR

Anderson, Agnes A., Mankato
Bratsch, Mrs. Daisy Lang, Mankato
Dartt, Donna, Mankato
Evans, Elizabeth Myfawny, Mankato
Holton, Katherine, St. Paul
Kelly, Olive L., Mankato
Langlie, August Otelia, New Ulm

Miller, Anna Catherine, Mankato
Morehart, Mrs. Kathleen M., Mankato
Mott, Amy, Mankato
Seifert, Esther M., Mankato
Shores, Mrs. Mollie Michelson, Mankato
Smith, Marian A., Mankato
Springer, Nellie E., Delavan

SENIOR CLASS

Adams, Vera Mary, Elysian
Adler, Beatrice, Marshall
Altermatt, Isabel, Mankato
Alfken, Neville, Mora
Anderson, Agnes M., Kasota
Anderson, Anna Marie, Grove City
Anderson, Dorothea Elvira, Waseca
Anderson, Ethel Frances, Mankato
Anderson, Gladys, Brewster
Anderson, Hilda, St. Peter
Ashley, Sylvia, Madelia
Ashley, Lucile, Madelia
Asleson, Gladys S., Delavan
Aust, Unice Sylvia, Ivanhoe
Babcock, Lora, Dundas
Backman, Florence Kristine, Springfield
Bachman, Rayma L., Young America
Bacon, Anna Louise, St. Paul
Bacon, Helen M., St. Paul
Baird, Mary E., Reading
Ballman, Alma, Cleveland
Barnes, Linnae Dot, St. Paul
Barnett, Mary Irene, Killkenny
Baston, Ethel M., St. Louis Park
Beck, Edith O., Elmore
Becker, Agnes B., Montgomery
Bell, Vivian Olive, Anoka
Benz, Gladys Selma, Northfield
Beske, Leona Marie, Hector
Bjorkland, Edith, New Richland
Bode, Alma Sophia, Good Thunder
Bonnell, Gladys Martha, Heron Lake
Booth, Jeanette, Faribault
Borchert, Rose W., Mapleton
Boyle, Irene Julia, Westbrook
Braden, Lorene Phyllis, Eagle Lake
Brandner, Helen, Belle Fourche, S. D.
Brasket, Emma Hulda, Sanborn
Breening, Myra, Balaton
Brennan, Mary Margaret, Preston
Brown, Gladys Hazel, Boyd
Brown, Mrs. Marie, Vernon Center
Brudvig, Norvella, Franklin
Buggy, Lucille, Fairmont
Bullemer, Gladys Adella, Gibbon
Butzer, Marcella, Mankato
Bye, Gina, Boyd
Caldwell, Minnie E., Madelia
Campbell, Hazel Valeria, Hutchinson
Campion, Anna E., Lakeville
Campion, Mary C., Lakeville
Carlson, Agnes E., Kasota
Cashman, Mary Melda, Blooming Prairie
Caven, Vivian, Mankato
Chader, Alpha Beria, Hendricks
Chamberlin, Gladys, Minneapolis
Chesser, Isabel, Mankato
Clarke, Winifred, Wells
Cole, Jessie, Amboy
Collins, Myrtle Adeline, Luverne
Constantine Mrs. Estelle, Madelia
Corcoran, Kathryn R., Belle Plaine
Corrigan, Mary E., Rosemount
Crane, Esther M., St. Peter

Cruikshank, Nellie, Brownsdale
Cummins, Marian, Eagle Lake
Cupp, Opal F., Mora
Curren, Katherine, Minneapolis
Curry, Hazle, Amiret
Daily, Beatrice, LeRoy
Daily, Florence, Dexter
Danielson, Louise Rebecca, Dawson
Daub, Anna, Wabasso
Davis, Ruth Evelyn, Dodge Center
Devlin, Margaret Rose, Windom
Devlin, Mary Genna, Rochester
Diemer, Elsie, Mankato
Dietrich, Mildred Shirley, Luverne
Dodge, Lucile Mercedes, Adams
Dooley, Pearl M., Smiths Mills
Dovre, Hilda, Northfield
Doyle, Margaret Ramona, Easton
Doyle, Ruth, Easton
Dredge, Florence I., Sandstone
Eckberg, Rosalie, Winthrop
Eitzen, Marie, Mountain Lake
Ellingson, Gladys L., Winnebago
Ennis, Ethel Ina, Dundas
Epp, Katie Esther, Mountain Lake
Epp, Susie, Mountain Lake
Epple, Rose Lena, New Ulm
Erb, Minnie, Faribault
Erickson, Beulah, Storden
Erickson, Dagny Helena, Westbrook
Evans, Ethel, Wadena
Evans, Helen Ceridwen, Mankato
Eyrich, Freda Esther, LeSueur
Farrell, Alice C., Madison Lake
Flatley, Mary, Lake Crystal
Floyd, Mabel Ethylene, LeSueur Center
Flynn, May C., Cannon Falls
Flynn, Nellie, Slayton
Foley, Philomene, Janesville
Fontaine, Mrs. Idaline, Minneapolis
Frank, Inez Irene, Minneapolis
Franta, Marie T., Wabasso
Froberg, Esther, Burr
Fritsche, Helen Christina, New Ulm
Fyrand, Minnie, Kenyon
Gall, Eulalie, M., Springfield
Garder, Maeren, LaCrosse, Wis.
Garry, Margaret, Guckeen
Gee, Marian Lavinia, Sherburn
Gens, Lydia M., Mankato
Georgius, Esmeralda, Winona
Gerlich, Harriet Alberta, Mankato
Gerlich, Verna Dorothy, Mankato
Gilligan, Claire, Adams
Gieriet, Helen, Madelia
Gilmer, Madeline Bernice, Motordale
Gjervik, Borghild, Madelia
Gohla, Katherine, Mankato
Gorman, Grace, Blue Earth
Greene, Mrs. Lulu, Mankato
Grogan, Anna Loretta, Mankato
Grunzke, Johanna L., Wells
Gunstrom, Ruth Marie, Mankato
Gustafson, Hulda, Kasota

STATE TEACHERS COLLEGE

Haas, Hattie, Lamberton
 Hannah, Cora, Springfield
 Hansen, Elizabeth, Le Sueur
 Hardy, Mayme, Mankato
 Hart, Eva Jones, Fulda
 Hawkins, Martha, Rogers
 Hed, Gladys Ethel, Mankato
 Heger, Elsie J., Fulda
 Heier, Sarah, Mountain Lake
 Heimark, C. Josephine, Clarkfield
 Held, Alice, Kenyon
 Hess, Hazel M., Stillwater
 Hiebert, Ruth, Mountain Lake
 Highberg, Nora, St. Peter
 Hillestad, Nellie Louise, Minneapolis
 Hiniker, Anna, Mankato
 Horgan, Nellie, Blue Earth
 Houston, Thelma, Wood Lake
 Hub, Julia, Mankato
 Hukes, Gertrude, Nerstrand
 Hunt, Dorothy Claire, Mankato
 Idso, Gertrude Luella, Northfield
 Ille, Inez Mildred, Blooming Prairie
 Iverson, Delphia, Hardwick
 Jaap, Minnie Blume, Delhi
 Janke, Mabel Lorraine, Janesville
 Jasperson, Esther, Tracy
 Jensen, Esther Laurine, Darfur
 Jensen, Gertrude, Springfield
 Jensen, Maytie Pauline, Darfur
 Jerner, Ruth, Monterey
 Jerpe, Lulubell Marjorie, Hector
 John, Theodora, Mankato
 Johnson, Bernice Rose, Faribault
 Johnson, Bessie Carolyn, Clarksfield
 Johnson, Clara Henrietta, Lake Crystal
 Johnson, Dorothy Gabriella, Amboy
 Johnson, Elvira M., Kasota
 Johnson, Florence, Mankato
 Johnson, Mathilde M., New Ulm
 Johnson, Mildred F., Buhl
 Johnson, Myrtle Viola, New Richland
 Jones, Inez, Lake Crystal
 Jones, May G., Lake Crystal
 Jones, Olwen, Lake Crystal
 Judson, Sarah Hope, Lake Crystal
 Juliar, Laura Mata, St. Clair
 Kanne, Ruth Lydia, Mankato
 Kaul, Esther Linda, Good Thunder
 Keeley, Julia, Janesville
 Keene, Esther L., Mankato
 Keller, Leone Lulu, Mapleton
 Kellogg, Clara Louise, Good Thunder
 Keogh, Mildred Rose, Le Sueur Center
 Kinmore, Helen, Tracy
 Kinney, Fern E., Winnebago
 Kinney, Mary Elizabeth, Adrian
 Kirkpatrick, Mary A., Minneapolis
 Kjelde, Minnie A., Mission, Texas
 Klaras, Gertrude Agnes, Currie
 Knutson, Lenore, Belview
 Kober, Frances, Mankato
 Kohl, Martha Theodora, St. Peter
 Kopeschke, Bertha Amelia, Rhineland, Wis.
 Kosmoski, Adelaide G., Owatonna
 Krenz, Pauline, Blakeley
 Kruger, Alice May, Waterville
 Kruger, Ruth F., Ottawa
 Lane, Leona L., Ivanhoe
 Lawin, Ellen B., Chaska
 Lee, Leonora, Madison
 Lehman, Evelyn, Bingham Lake
 Leo, Lucile Orlean, Mankato
 Leonard, Marie Catherine, Mankato
 Liem, Mae B., Bingham Lake
 Lien, Petra M., Madelia
 Lietz, Louise Martha, Okabena
 Lindgren, Sylvia, Ortonville
 Linn, Harriet Elizabeth, St. James
 Lundquist, Esther A., Kasota
 Lundquist, Margaret, Mankato
 Lush, Clifford, Mankato
 Lynard, Katherine C., Mankato
 Lynch, Carmelita, Mankato
 Lynne, Martha Margaret, Boyd
 McDonald, Alice Mae, Odin
 McGregor, Luverne, Mapleton
 McKay, Bessie, Belview
 McLear, Harriet Mary, Minneapolis
 McNamara, Margaret Cathlyn, Slayton
 McRae, Mrs. Bernice Stevens, Mankato
 McRaith, Catherine Julia, Hutchinson
 Mack, Jennie Irene, St. Peter
 Magly, Leona, Eagle Lake
 Mandler, Catherine, Adams
 Mans, Anna, Mankato
 Maricle, Bernice F., Mankato
 Maricle, Mildred, Mankato
 Marlow, Beulah Marjory, Mankato
 Marso, Clara, Mankato
 Martens, Excelda, Mankato
 Martin, Charlotte, St. James
 Martin, Ellen, New Richland
 Martin, Elsie S. H., Blue Earth
 Marx, Lucy, Mazepa
 Mathews, Josephine, Marshall
 Mead, Doris Lucille, Fulda
 Meffert, Sarah Helen, Arlington
 Meyer, Bessye B., Wells
 Meyer, Helen A., Mankato
 Miller, Mrs. Clara E., Cannon Falls
 Monson, Ellen, Belview
 Montague, Alice, Marshall
 Montgomery, Esther, New Ulm
 Moran, Delores Geraldine, Henderson
 Morgan, Vera M., Lyle
 Morse, Elethea Mahon, Mankato
 Morrow, Agnes, Mapleton
 Mountain, Josephine, Mankato
 Mountain, Theresa, Good Thunder
 Mueller, Elsa M., Morgan
 Murphy, Anna, Prior Lake
 Murphy, Mary T., Glencoe
 Murray, Ethelyn, Minneapolis
 Myhre, Gudrun, Estherville, Iowa
 Nelson, Ellen Ruth, Russell
 Nelson, Mrs. Esther Baker, Mankato
 Nelson, Lydia Viola, Albert Lea
 Nelson, Myrtle, Comfrey
 Nelson, Olga, Bingham Lake
 Nelson, Ruth Eleanor, Albert Lea
 Nickell, Pearl C., Butterfield
 Nordgaard, Hulda, Mankato
 Nordstrom, Ella Marie, Walnut Grove
 Norman, Elsie Theresa, Minneapolis
 Norton, Irene Ida, Farmington
 Nourse, Warren, Jackson
 O'Connor, Florence, Mapleton
 O'Connor, Rose, Mapleton
 Oftedal, Frances Lorine, Cottonwood
 Olson, Clara, Madelia
 Olson, Esther Marie, Franklin
 Olson, Inez L., Belle Plaine
 Otto, Julia Lucille, Mankato
 Pandy, Rose Lillian, Belle Plaine
 Perrin, Dorothy Edith, Mankato
 Petersen, Effie Fernanda, Heron Lake
 Peterson, Emma B., Mankato
 Peterson, Margaret A., Mankato
 Pierce, Cora S., New Richland
 Pirkil, Elizabeth, Owatonna
 Popple, Vera Fern, Minneapolis
 Priebe, Emma C., Maynard
 Priebe, Esther Anna, Waseca
 Prouty, Mildred Catharine, Tracy
 Quigley, Margaret, Rosemount
 Quinn, Mildred, Ellendale
 Ramsland, Irene, Sacred Heart
 Reck, Gertrude E., Danube
 Reck, Pearl Elsie, Danube
 Rehfield, Alice D., St. Louis Park
 Rhodes, Sylvia Louisa, Mankato
 Ringle, Helena, Sanborn
 Roach, Cecelia Agnes, Montgomery

MANKATO, MINNESOTA

Rochlitz, F. W., Gibbon
 Rohlik, Mary P., Seaforth
 Rolf, Louis W., Gaylord
 Rolfsstad, Lenore, Mankato
 Ross, Dora V., Westbrook
 Ross, Genevieve Mary, Adrian
 Russell, Anna E., Mankato
 Ryan, Agnes Gertrude, Olivia
 Ryan, Eileen, Arlington
 Ryberg, Violet Effie, Minneapolis
 Ryder, Ethyl, Truman
 Rye, Ida, Minneota
 Sasse, Helen Fanny, Blue Earth
 Schellenberger, Mildred E., Hugo
 Scherer, Edith Estelle, Mankato
 Scherf, Helen M., Roscoe, S. D.
 Schmitz, Regina, Dundas
 Schoell, Ruth Theresa, Belle Plaine
 Schubert, Ethel, Bolan, Iowa
 Schultz, Hilma, Heron Lake
 Schumacher, Fern Beatrice, Heron Lake
 Schwartz, Clara Elizabeth, Shakopee
 Seder, Persis, Waseca
 Sellen, Honorine Mary, Luverne
 Siverson, Mable, Blue Earth
 Siverson, Mildred, Blue Earth
 Skipton, Marie, Kasota
 Snyder, Prudence Elizabeth, Blue Earth
 Sorem, Ellen S., Northfield
 Souba, Amy, Hopkins
 Spielman, Mabel Minnie, Windom
 Stanton, Eunice W., Worthington
 Stone, Theodore Peter, Minneota
 Stradtman, Lulu E., St. James
 Strom, E. Ethel., Red Wing

Swearingen, Esther Maude, Fairmont
 Synstebly, Cora, Hanska
 Tenhoff, Ruth A., Sherburn
 Thompson, Maybelle Cecelia, Albert Lea
 Thorson, C. Sophie, Echo
 Thorson, Ragna, Rapidan
 Toole, Hazel Monica, Hector
 Troe, Cora, Emmons
 True, Florence, Good Thunder
 Ulvestad, Louise, Butterfield
 Vatne, Hannah, Ihlen
 Vihstadt, Mildred Dorothy, Mankato
 Vogler, Barbara, LeSueur
 Wakefield, Daisy, Pipestone
 Wales, Glennys F., Northfield
 Walsh, Marguerite, Owatonna
 Wedin, Marian, G., Hector
 Weiby, Edna, Minneapolis
 Welch, Ruth, Mankato
 Whipkey, Rose, Round Lake
 Wiberg, Magnhild, Comfrey
 Wiberg, Ruth, Lake Crystal
 Wicks, Laura Blanche, Montgomery
 Williams, Irene, Balaton
 Williams, Libbie, Lake Crystal
 Wingen, Violet Marjorie, Smiths Mills
 Wirth, J. Wendell, St. Paul
 Wiseman, Mae, Mankato
 Woessner, Katherine E., Minneapolis
 Young, Dorothy Lillian, Currie
 Young, Lola M., Mankato
 Zenk, Laura Elfrieda, Truman
 Zeren, Leona S., Wabasso
 Ziemer, Augusta Ernestine, Dunnell
 Zimmerman, Ella E., Chaska

JUNIOR CLASS

Ackerman, Edith, Mapleton
 Ahrens, Alice O., Mankato
 Ahrens, Lucile Irene, Blue Earth
 Ackerson, Edith Mable, Granada
 Albrecht, Myrtle Frances, Morgan
 Albertson, Margaret R., Eden Prairie
 Altermatt, Margaret Anna, Comfrey
 Amberg, Florence, Redwood Falls
 Anderson, Anna Hanson, Sleepy Eye
 Anderson, Anna Marie, Wilmont
 Anderson, Dorothy Marie, Mankato
 Anderson, Esther R., Ellendale
 Anderson, Hazel Violet, Shakopee
 Anderson, Henrietta Berthilda, Dawson
 Anderson, Ivajean, Dodge Center
 Anderson, Lesley, Comfrey
 Anderson, Linnia E., Center City
 Anderson, Mildred S., Minneota
 Anderson, Mildred Lillian, Butterfield
 Anderson, Rosella Hannah, Lucan
 Anderson, Viola Eugenia, Carver
 Anderson, Walter Edwin, Guckeen
 Anderson, Wilhelmine Marie, Lakefield
 Andrejek, Frances, Ivanhoe
 Ankeny, Alma L., Preston
 Armstrong, Vivian Verna, Worthington
 Arndt, Elsie, Russell
 Askdal, Oddny Sigrun, Minneota
 Augustin, Louise, Springfield
 Aurit, Cecelia, Mankato
 Aurit, Hazel Angela, Mankato
 Aust, Unice Sylvia, Ivanhoe
 Austin, Gertrude Belvina, Wood Lake
 Bacon, Mrs. OliveFairbanks, Houston
 Bahr, Ida Sylina, Waseca
 Baker, Elizabeth Stonnard, Lake Crystal
 Baker, Gladys Helen, Mankato
 Baldwin, Margaret Catherine, Taunton
 Balzer, Jacob P., Bingham Lake
 Balzer, Lillian, Mapleton
 Bangarter, Minnie, Mankato
 Banks, Gladys B., Lynd

Barber, Cecile Amelia, Vesta
 Barker, Elizabeth, Mankato
 Barnes, Dorothy Mae, Ellsworth
 Barr, Helen, Randalia, Iowa
 Barth, Emma Adalia, Mankato
 Baumann, Veronica, Fairfax
 Bauch, Esther, Lamberton
 Baumann, Violet M., Springfield
 Baumberger, Anna, St. Peter
 Baumgartner, Rose P., Bird Island
 Bean, Mildred Elizabeth, Madelia
 Beck, Mary Sophia, Mankato
 Behnke, Freda, New Ulm
 Beise, Irene Mary, Mapleton
 Benda, Agatha, Jackson
 Bengston, Cornelia V., N. Mankato
 Bengston, Olive, N. Mankato
 Benidt, Dorthea Hyacinthe, Lidgerwood, N. D.
 Benthdahl, Margaret Olivia, New Ulm
 Berg, Esther G., Mora
 Bergstrom, Louise Olga, St. Paul
 Bertelsen, Johannah Margaret, Buffalo Lake
 Bertelsen, Tillie Marie, Buffalo Lake
 Bertschi, Lona, Mankato
 Bertrand, Genevieve, Sleepy Eye
 Bett, Ursula Josephine, Minnesota Lake
 Bettenga, Lillian, Northfield
 Bjorgan, Clarissa Ella, Madison
 Blake, Jennie Henrietta, Milroy
 Blake, Leonard Walter, Marshall
 Blatz, Valentine Christian, Waconia
 Bliss, Mamie Eliza, Porter
 Bloch, Laura Lydia, Westbrook
 Block, Huldah Augusta, Vernon Center
 Blom, Freda, Bricelyn, Minn.
 Boettcher, Thea, Gibbon
 Bomelyn, Elizabeth Johanna, Olivia
 Bonesteel, Viola Bertha, Slayton
 Boor, Esther, Mankato
 Borgerson, Alveda Josephine, Jasper
 Borth, Ida Amelia, Fairfax
 Bowen, Dorothy Emily, Minneapolis

STATE TEACHERS COLLEGE

Bowen, Vivian, Lake Crystal
 Boyce, Blanche, Farmington
 Boyd, Mrs. Florence, Wilmette, Ill.
 Boyle, Marie, Westbrook
 Braaten, Julia, Mankato
 Braden, Merle George, Eagle Lake
 Brady, Agnes, New Richland
 Brady, Virginia Cecelia, Blakely
 Brakke, Martinus P., Jackson
 Brandrup, Cleo Louise, Mankato
 Braus, Mary, Mankato
 Bray, Mae Nettie, Northfield
 Breening, Beatrice, Balaton
 Britt, Ethel Erna, Chokio
 Broderick, Marguerite Vivian, Currie
 Brown, Dortha Frances, Vernon Center
 Brown, Edna Marie, Northfield
 Brown, Helen Marian, Osseo
 Brown, Mrs. Sara E., Lake Benton
 Brundage, Eleanor June, Sherburn
 Buckley, Helen Mary, N. Mankato
 Buley, Lottie, Gordonsville
 Burke, Ethel Mathilda, Clarksfield
 Burke, Elizabeth A., Dexter
 Burkey, Mabel Evelyn, Jackson
 Burley, Dorris, Edgerton
 Buery, Florence Beatrice, North Redwood
 Bury, Lillian, Montgomery
 Butterwick, Evanette Harriet, Madison
 Byram, H. Edyth, Redwood Falls
 Callan, Catherine Eugenia, Slayton
 Cahoon, Ida, Mankato
 Campbell, Inice Maynard, Ivanhoe
 Campbell, Mabel Gertrude, Good Thunder
 Carlander, Mabel, St. Peter
 Carlson, Arlene Louise, Lafayette
 Carlson, Esther, Mankato
 Carlson, Lillian P., Alden
 Carlson, Lucille I., Dawson
 Carr, Dorothy, Clarksfield, Iowa
 Carrigan, Mabel, Buffalo Lake
 Carten, Margaret Cecelia, Blooming Prairie
 Cartin, V. Mary, Blooming Prairie
 Castle, Irene A., Morton
 Catour, Louise Gertrude, Buffalo Lake
 Cavanaugh, Margery A., Shakopee
 Chalepsky, Theresa Henrietta, New Prague
 Channet, Sarah, Windom
 Chard, Stella, Belle Plaine
 Charlesworth, Gladys E., Eagle Lake
 Cherpeske, Rose Elaine, Ivanhoe
 Christenson, Alice Marie, Springfield
 Christenson, Edna Marie, Comfrey
 Christiansen, Agnes, Alden
 Clarke, Marian Hazel, Mankato
 Coffin, Dorothy Anna, Mankato
 Coggeshall, Ralph Holden, Mankato
 Compean, Naomi, Brewster
 Conant, Florence Louise, Stanton
 Cone, Frances M., Windom
 Conger, Edith, Truman
 Corbett, Vivian Lucile, Amboy
 Coughlin, Anne, St. James
 Coulter, Alice Vivian, E. Grand Forks
 Courtney, Genevieve Mary, Janesville
 Cox, Grace Dorothy, Mankato
 Cress, Theresa, Prior Lake
 Crook, Blanche Elaine, Amboy
 Crumlett, Helen Gertrude, Sleepy Eye
 Current, Ora Leon, Sleepy Eye
 Dacey, Florence Ellen, Green Isle
 Dahl, Edith Mae, Okabena
 Dahl, Mildred Ruth, Olivia
 Dahlheimer, Corina M., St. Cloud
 Dailey, Alice Marjorie, Mankato
 Daleiden, Gertrude Anna, Hampton
 Dalton, Edna F., Adrian
 Dalton, Nell Marie, Adrian
 Darge, Alma Miona, Good Thunder
 Darner, Pearl Emma, Fairfax
 Darrt, Walter S., Mankato
 Daub, Theresa, Wabasso
 Davis, Glemia Mae, Waterville
 Davis, Helen E., Wood Lake
 Davis, Lillian S., Watertown, S. Dak.
 Davis, Marion Ethel, Lake Crystal
 Dean, Delores H., Minneapolis
 Deck, Alice, Truman
 DeJonge, Reina, Steen
 Demaray, Frances, LeHillier
 Dempsey, Mary, St. James
 Derby, Mayme, Albert Lea
 Derby, Nell, Spring Valley
 Dickie, Helen Virginia, Mankato
 Diemer, Lillian, Mankato
 Dodds, Ethelmae, Claremont
 Dodds, Ida, Claremont
 Dolan, Mollie, Fulda
 Donnersbach, Frances A., St. Paul
 Donohue, Margaret Eleen, Faribault
 Donovan, Dorothy Victoria, Mankato
 Dooley, Nellie Loretta, Dassel
 Dorow, Luella Victoria, Springfield
 Dorweiler, Sylvia M., Mankato
 Dove, Marie, Northfield
 Downing, Bernice, Balaton
 Dressel, Edna Caroline, Le Sueur
 Dreyar, Mr. W. T., St. Paul
 Droege, Anna H., Gibbon
 Drysdale, Ruth, Mankato
 Dunlevy, Rose Ellen, Redwood Falls
 Dunlevy, Teresa Catherine, Redwood Falls
 Dunn, Mary, Marshall
 Dunphy, Anna, Preston
 Durbahn, Verna, Mae, Fairfax
 Durenberger, Esther Mary, Mankato
 Durnan, Gertrude, Fulda
 Durnan, Martha Celeste, Fulda
 Dvorak, Ella Rose, Jordan
 Dyer, Angela S., Belle Plaine
 Easton, Olive Corine, Blooming Prairie
 Eberlein, Beulah Opal, Luverne
 Edgar, Jeanette, Mora
 Edmond, Helen, Claremont
 Edstrom, Elna Amanda, Worthington
 Eichner, Sadie Annie, Luverne
 Eiden, Mary Rachel, Northfield
 Ellefson, Emma, Jackson
 Ellingson, Alice Harriett, Winnebago
 Enders, Myrtle Irene, Winnebago
 Engebretson, Ella, Luverne
 Engeseth, Constance, Nerstrand
 Engeswick, Anna, Lambertson
 Engler, Emily Gertrude, Randolph
 Engum, Edith Maria, Blue Earth
 Engum, Julia Orena, Blue Earth
 Erickson, Mrs. Emma V., Brice lyn
 Erickson, Evelyn Irene, Kasson
 Erickson, Vera Amy, Wheaton
 Ernst, Emil Arnold, Mayer
 Esser, Philomena Sybil, New Ulm
 Eustis, Lillian, Chaska
 Everett, Vera Ruth, Marshall
 Everson, Amy Florence, Brooten
 Fagin, Gladys Mae, Heron Lake
 Fallon, Veronica Elaine, Hutchinson
 Fancher, Catherine M., Fairmont
 Farnham, Margaret Olive, Mankato
 Farnsworth, Alice, Mapleton
 Fellows, Alice Minerva, Worthington
 Fellows, Edna M., Worthington
 Ferrin, Margaret Jane, Red Wing
 Fick, Elsie Ann, Northfield
 Fifield, Lelia (Mrs.), Preston
 Finnegan, Agnes, Mankato
 Finnegan, Margaret, Mankato
 Fischer, Clara, Jordan
 Fisher, Rose M., Buffalo Lake
 Fitz, Nellie C., Fairmont
 Fitzgerald, Pearl M., Topeka, Kan.
 Flannigan, Margaret, Mapleton
 Flathers, Ila Viona, Mankato
 Floetl, Angela Catherine, New Ulm
 Flowers, Georgia, Cleveland

MANKATO, MINNESOTA

Flowers, Hazel Margaret, Cleveland
 Flynn, Marguerite M., Avoca
 Foote, Elsie B., Montgomery, Iowa
 Ford, Elsie, Mankato
 Ford, Genevieve, St. Paul
 Fowler, Mrs. Meda, Reading
 Forsyth, Melvina, Minneapolis
 Frandsen, Mabel J., Minneapolis
 Frank, Rosalie A., Jordan
 Franke, Henrietta Susan, Blue Earth
 Franklin, H. W., Good Thunder
 Fredricksen, Opal, Ringsted, Iowa
 Fredrickson, Stella, Goodhue
 Freeman, Mildred Altruia, Good Thunder
 Friert, Erna Marie, Waltham
 Friedrich, F. William, Glencoe
 Frohrip, Martha Anne, Morgan
 Frydenlund, Alice M., Hayward
 Funston, Alice, Menoken, N. Dak.
 Furch, Della Ella, Henderson
 Gammell, Ethel Florence, Madison
 Gammelgaard, Myrtle Christine, Ringsted, Ia.
 Ganser, Elvera Henriette, Owatonna
 Gardinier, Gladys, Claremont
 Garry, Angie, Jordan
 Gavin, Catherine Mary, Kilkenny
 Gedicke, Frieda Wilhelmine, Vesta
 Gerlich, Marie Elizabeth, Mankato
 Gibson, Mabel Irene, Northfield
 Gilhart, Hazel, Waseca
 Gillen, Philippa E., Mankato
 Gillespie, Katherine, Red Wing
 Glaser, Myrtle Lola, Lakefield
 Gleason, Dorthea Grace, Farmington
 Gleason, Veronica Grace, St. Paul
 Goblish, Lillian Rose, Vesta
 Goering, Esther M., Sherburn
 Gollmar, Katherine B., Mankato
 Gollmar, Kenneth Albert, Mankato
 Goodwin, Leora Agnes, Clarkfield
 Gooler, Wilma E., Lambertson
 Goranson, Ruth, Shafer
 Gorman, Katherine, Blue Earth
 Gorseth, Ruth, Florence
 Gosch, Eda, Wells
 Gould, Helen Lillian, Springfield
 Graif, Edna M., Mankato
 Granlund, Ruth F., Lake Crystal
 Grant, Catherine Rene, Mankato
 Graupmann, Anna Johanna, Glencoe
 Grotte, Muriel Gladys, Windom
 Greig, Mason, Lismore
 Grems, Lucille V., Owatonna
 Grupe, Mary, Sherburn
 Guldan, Anna Germaine, Sleepy Eye
 Gunsolus, Hattie, Pemberton
 Gustafson, Mildred Gertrude, Mankato
 Guthrie, Evelyn Aileen, Blooming Prairie
 Haas, Walter Martin, Claremont
 Hagen, Myrtle, Sacred Heart
 Hall, Lelia, Mora
 Halter, Vera Catherine, Elk River
 Halverson, Hilda B., Kenneth
 Halvorson, Agnes, New Richland
 Hammar, Manti, Madison
 Hanley, Eloise, Welcome
 Hansen, Ella Helen, Springfield
 Hansen, Mable N., Bingham Lake
 Hanson, Ida Carolyn, Hector
 Hanson, Mabel Agretta, Fairfax
 Haines, Ella Serene, Willmar
 Hardy, Tessie, Mankato
 Harman, Joseph A., Waldorf
 Harriman, Irene, Cleveland
 Harris, Claire, Vesta
 Harris, Floyd, Vesta
 Harris, Lewis E., Cambria
 Harrison, Amy Christine, Madison
 Harrison, Mary Catherine, Appleton
 Harter, Leta, St. James
 Hartman, Bertha, Brewster
 Harvey, Leilah Mabel, Eagle Lake
 Harvey, Luritta May, Eagle Lake
 Hauswedell, Alvera T., Arco
 Haynes, Mrs. Cloe, Lakeville
 Hecht, Esther Adelaide, Lakefield
 Hegre, Betsig Emalie, Madison
 Heim, Myrtle Viola, New Ulm
 Heinze, Helen Christine, Mankato
 Heiserman, Dolores, Red Wing
 Helle, Gertrude, Springfield
 Helleksen, Beatrice, Lake Crystal
 Helvig, Agnes, Truman
 Helvig, T. Maurine, Truman
 Henslin, Phebe, Dodge Center
 Herold, Marie, Mankato
 Herrstrom, Beulah Adele, Sleepy Eye
 Herzog, Clarence A., New Ulm
 Hill, Eunice Adelaide, Dawson
 Hillbrand, Anna Olivia, Sturgeon Lake
 Hillbrand, Percie, Sturgeon Lake
 Hipple, Nellie B., Russell
 Hislop, Laura Agnes, Mapleton
 Hodge, Bernice, Redwood Falls
 Hoff, Ella, Hanley Falls
 Hoffert, Myrtle Lois, Springfield
 Hoffman, Teresa, Minneota
 Hoganson, Clara, Jackson
 Hoganson, Mabel, Jackson
 Hogstad, Josephine, Franklin
 Holden, Mrs. Charlotte D., Rose Creek
 Holden, Marie Idelia, Ormsby
 Holteen, Effie M., St. Peter
 Holden, Martha, Ormsby
 Holmberg, Marion, St. Peter
 Holmquist, Agnes Adeline, Winthrop
 Holste, Elsie Serena, Le Sueur
 Holtz, Harvey, Mankato
 Holum, Minnie, Boyd
 Hoog, Beatrice Geraldine, Woodstock
 Hopkins, Vera Catherine, Albert Lea
 Horejsi, Blanche, Olivia
 Hosken, Margaret, North Redwood
 Hotchkiss, Ruth, St. James
 Hovel, Hilda Sophie, Jackson
 Howe, Schel A., Alden
 Hruska, Doris Josephine, Currie
 Huber, Charlotte Mary, Winnebago
 Hughes, Jennie Irene, Lyle
 Hugoson, Sally, Granada
 Hurley, Lillian Grace, Bird Island
 Hussong, Louis Herbert, Heron Lake
 Ingalls, Mary E., Elmore
 Isaksen, Ida Serena, Springfield
 Iverson, Anne Pettromella, Ormsby
 Jacobson, Agnes M., Dexter
 Jacobson, Cora, Hutchinson
 Jacobson, Helen, Madelia
 Jacobson, Holdis Margaret, Windom
 Jacobson, Ruby Christena, Grand Meadow
 Jacobson, Winnie, Zumbrota
 Jacoby, Elizabeth, Springfield
 James, Margaret Ellen, Lake Crystal
 Janda, Mary, LeSueur Center
 Jansen, Helen Caroline, Marshall
 Jeddelloh, Carl, New Richland
 Jefferson, Dorothy Valentine, Mankato
 Jenks, Alice Marie, Madison Lake
 Jenkins, Roberta M., Round Lake
 Jensen, Anna, Fredric, Wis.
 Jensen, Dorothy, Tyler
 Jensen, Esther Gertrude, Morgan
 Jensen, Leola, Springfield
 Jerner, Eudora Ethel, Monterey
 Jeske, Harold F., Comfrey
 Jessen, Kathe, Fairmont
 Johnson, Agathe, Emmons
 Johnson, Agnes, M. Le Sueur
 Johnson, Blainie Cordelia, Blooming Prairie
 Johnson, Clara, Worthington
 Johnson, Edna, Mankato
 Johnson, Edythe, Triumph
 Johnson, Ellen M., St. Peter
 Johnson, Esther Helena, Minneapolis

STATE TEACHERS COLLEGE

Johnson, Ethel, Belle Plaine
 Johnson, Evelyn Harriet, Grove City
 Johnson, Grace Katherine, Tyler
 Johnson, Helen, Franklin
 Johnson, Helen Anna, LaFayette
 Johnson, Jeanette, New Richland
 Johnson, Irene Esther, Blooming Prairie
 Johnson, Mabel Edna, Mankato
 Johnson, Ruth Carolyn, Blooming Prairie
 Johnson, Ruth Myrtle, Marshall
 Johnson, Valborg, New Richland
 Johnston, Gertrude Cordelia, Mapleton
 Jones, Helen, Mankato
 Jorgenson, F. Edna, Mankato
 Jovaag, Myron O., Mankato
 Joyce, Mary C., Henderson
 Joyce, Nellie E., Henderson
 Juhnke, Leone, Redwood Falls
 Justesen, Valborg, Ringsted, Iowa
 Justin, Emma J., Excelsior
 Kalash, Harriet, Lakefield
 Kalundann, Janet, Albert Lea
 Kaufman, Eleanor Harriet, Owatonna
 Keefe, Julia Adeline, Morton
 Keefe, Kathryn Beatrice, Morton
 Keehn, Alda A., Wood Lake
 Keeley, Gertrude Cecelia, Janesville
 Keeney, Anna Eleanor, Truman
 Keepers, Lillian Leona, Cottonwood
 Kellogg, Martha Lorraine, Good Thunder
 Kelly, Edith, Mankato
 Kelly, Emily Theresa, De Graff
 Kelly, Isabelle M., De Graff
 Kelly, Lucille, St. James
 Kelly, Madeleine M., Mountain Lake
 Kelly, Rita, Mountain Lake
 Kennedy, Tresa M., Montgomery
 Keohen, Josephine, Cle Elum, Wash.
 Kiffe, Gertrude Ann, Mankato
 Kirgiss, Pauline, Bird Island
 Klaras, Virginia Marie, St. James
 Kleinsmith, Alice E., Springfield
 Kleinsmith, Irene, Springfield
 Kleist, Amanda Augusta, Lake Crystal
 Kleist, Clara Emile, Lake Crystal
 Klitzke, Ellerd H., Mankato
 Klug, Lillian, Ceylon
 Klute, Gertrude, Fulda
 Knipple, Arline, Gibbon
 Knodle, Mrs. Eva V., Lake Benton
 Knopf, Ethel, Mankato
 Knowlton, Lillian, Kenneth
 Knutson, Isabel Veronica, Slayton
 Kobierowski, Mary K., Owatonna
 Koester, Cora Mae, Northfield
 Koob, Rose Mary, Iona Lake
 Kopet, Sidona Monica, Webster
 Kopp, Elizabeth Mary, Elysian
 Kozitza, Rose Marcella, Mapleton
 Kramer, Ardella, Dexter
 Kraus, Eva Viola, Morgan
 Kreitinger, Frances Elizabeth, Springfield
 Kroells, Bertha, Arlington
 Krost, Dorothy May, Mankato
 Krzmarzick, Mary, Sleepy Eye
 Kuntz, Esther Marian, Sherburn
 Kuntz, Ethel Emma, Sherburn
 Kusske, Myrtle Florence, Gaylord
 Lammers, Anna Mary, Lismore
 Lampart, Bessie Mary, Mankato
 Lang, Florence M., Mapleton
 Lane, Barbara Alice, Ivanhoe
 Langan, Agnes F., Minnesota Lake
 Langhoff, Grace Frances, Mankato
 Langmack, George, New Ulm
 Langmack, LeRoy, Springfield
 Langston, Anna, Windom
 Larsen, Aneta Christine, Ivanhoe
 Larson, Esther, Carpio, N. Dak.
 Larson, Karna I., Atwater
 Larson, Lucile, Lake Crystal
 Larson, Pearl, Marshall
 Larson, Selma Irene, Staples
 Larson, Stella, Lake Crystal
 Lathrop, Maria Frances, Morton
 Lawrence, Rose Emma, Henderson
 Leahy, Laura Agnes, Webster
 Lebens, M. Genevieve, Jordan
 Lee, Irma, Amboy
 LeGros, Angelus, Adrian
 Lehnen, Myrna, St. James
 Leifeld, Emma, Mankato
 Leinen, B. Clara, Fulda
 Leinen, Louise, Fulda
 Lentz, Alta M., Eagle Lake
 Lerschen, Agnes Mary, Minneapolis
 Leverett, Leah W. (Mrs.) Minneapolis
 Libaire, Ethel, Adrian
 Lieb, Edna Adeline, Faribault
 Liem, Mildred, Bingham Lake
 Lien, Christine B., Brewster
 Liepold, Eugenia Bertha, Heron Lake
 Lietz, Minnie Paulina, Okabena
 Lind, Ragnhild Ottelia, Winthrop
 Lindsey, Ruth, Slayton
 Linn, Katherine, Worthington
 Linnihan, Kathryn, Waldorf
 Linnihan, Mary Jane, Waldorf
 Linscheid, Theodora Helena, Butterfield
 Lipetzky, Clara Genevieve, Springfield
 Livingston, Dorothy Mae, St. Peter
 Lloyd, Blodwen, New Ulm
 Lobnitz, Edith, Bird Island
 Lockwood, Vola Edith, Truman
 Lorentz, Vincent, Mankato
 Lovig, Emma Anderson Mrs., Sioux City, Iowa
 Lucas, Gertrude, Bird Island
 Luscher, Lucile Inez, Redwood Falls
 McAdam, Robert W., Blooming Prairie
 McArdle, Kathleen C., New Richland
 McCallum, Katherine W. Mrs., Clinton
 McCarthy, Elsie, Madison Lake
 McCarthy, Frances, Madison Lake
 McCarthy, Nora, Prior Lake
 McCartney, Ivanace Mae, Worthington
 McCarvel, Mary, Brewster
 McDonough, Grace, New Richland
 McElrath, Harold, Vesta
 McGrew, Grace, Red Wing
 McGuigan, Geneva, Delavan
 McKenna, Lavina Cecelia, Storm Lake, Iowa
 McLean, Catherine, Fairmont
 McNamara, Eleanor, Slayton
 McNellis, Alice, Hutchinson
 Mack, Blanche Evelyn, Ivanhoe
 Mack, Martha Adele, Wabasso
 Madden, Leslie, Henderson
 Madson, Blanche Aileene, Mankato
 Magen, Richard Joseph, Minneapolis
 Malignen, Harriet Lillian, St. Peter
 Malone, Lucile, Owatonna
 Manning, Mary Teresa, Rosemount
 Mans, Marian, St. Peter
 Marlow, Belva Marie, Mankato
 Marr, Carrie Evelyn, Adrian
 Martens, Alice M., LeSueur
 Martens, Esther Irene, Adrian
 Martin, Irma M., Madelia
 Masgai, Eleanor Marie, Adrian
 Mathews, Florence, Blue Earth
 Mayne, Emily Louise, Big Stone City
 Mehl, Marie Anna, Faribault
 Meine, Bernice, Minneapolis
 Meinhard, Zora W., Heron Lake
 Melius, Regean, Henderson
 Merrick, Edna Ann, Blue Earth
 Metcalf, Mary Marvin, Russell
 Metz, Theodore, Granada
 Meyer, Clara LeVern, Newport
 Meyer, Fred W., Arlington
 Meyer, Frieda, Pine City
 Meyer, Gertrude, Austin
 Meyer, Louise, Heron Lake
 Michael, Rose Mary, Jordan

MANKATO, MINNESOTA

Midboe, Minnie, Adrian
 Miller, Anna Louise, Minneapolis
 Miller, Ardella Emme, Mankato
 Miller, Blanche I., Faribault
 Mitchell, Clara C., Westbrook
 Mobeck, Murlin Linnea, Minneapolis
 Moeller, Stella Marguerite, Westbrook
 Moline, Mabel Gunhild, Gibbon
 Monahan, Agnes, Olivia
 Monahan, Catharine, Olivia
 Montgomery, Frances Marie, Brewster
 Montgomery, Louise Koskia, Lake City
 Moore, Maurine Vivian, Winnebago
 Moore, Millicent, Pemberton
 Moran, Florence C., Goodhue
 Morgan, Birmah Arlene, Lyle
 Morgan, Mildred, Pipestone
 Morgan, Miriam Kathleen, Mankato
 Morkrid, Bergett Marie, Lakefield
 Morton, Mabel E., Madelia
 Moulton, Edythmae, Kasota
 Muedeking, Amelia Ruth, Tracy
 Mueller, Jeanette Marie, Springfield
 Mullin, Ella E., Good Thunder
 Mullen, Rita Mary, Elk River
 Munn, Alvira Beatrice, Seaforth
 Munson, Christine, Tracy
 Murphy, Alice Helen, Prior Lake
 Murphy, Beatrice, Madelia
 Murphy, Cecelia, Faribault
 Murphy, Eunice Leone, Delano
 Naumann, Hedwig, St. Paul
 Nelson, Beatrice Early, Mankato
 Nelson, Eblia Viola, Russell
 Nelson, Edith Evelyn, Emmons
 Nelson, Edna Amanda, Hanska
 Nelson, Elmyra Leona, Mankato
 Nelson, Esther Ella, Grove City
 Nelson, Ruth, St. James
 Nelson, Stella, Lake Crystal
 Nelson, William James, Frederic, Wis.
 Ness, Gertrude, Dawson
 Neudecker, Clara Zita, Clements
 Ney, Verna Ernestina, Henderson
 Nicks, Gladys Ila, Adrian
 Nielsen, Esther Christine, Tyler
 Niemann, Frieda, Corder
 Nissen, Vera Anna, Hills
 Nobles, Ethel Lillian, Vernon Center
 Nusbaum, Evangeline Mary, Morristown
 Novotny, Valeria, Lonsdale
 Nye, Ruby M., Henderson
 Oakland, Lowena, Elmore
 O'Brien, Anna, Fulda
 O'Brien, Bernadine, Waldorf
 O'Brien, Mary E., Kilkenney
 Oby, Ila Helen, LeRoy
 Ochsenbein, Rose (Sister) Mankato
 O'Connor, Cecelia, Lake Park, Iowa
 Odenthal, Anna Marie, New Prague
 Ogle, Evelyn Anna, DeGraft
 Ogle, Isabel Mary, DeGraft
 Ohm, Maude, Mapleton
 Olson, Bertina, Echo
 Olson, George L., Mankato
 Olson, Gladys Helen, Taunton
 Olson, Jonnette Elizabeth, Heron Lake
 Olson, Olga C., Lakefield
 Olson, Olga Josephine, Ostrander
 O'Neill, Catherine R., Le Sueur
 O'Neill, Violet Marie, Delavan
 Orbell, Mary Alta, Delavan
 Ostergaard, Rigmor, Tyler
 Ostergaard, Vermund, Tyler
 Ostrom, Elsie Florence, Winthrop
 Ovestrud, Alta Lorene, Northfield
 Ovestrud, Mildred, Northfield
 Overland, Lila Adelia, Hardwick
 Palmer, Emmy, St. Peter
 Parrish, Mildred Grace, Waseca
 Paschke, Elsie Marie, Blue Earth

Paulson, Lillian I., Madelia
 Pease, Frances Adeline, Jeffers
 Peltier, Janet, LeSueur
 Pelzl, Theodore J., Sleepy Eye
 Penheiter, Emma Rita, Minnesota Lake
 Person, Ella, Red Wing
 Peters, J. Franklin, Freeborn
 Peters, Paul H., Rushford
 Peterson, Alice E., Adrian
 Peterson, Alice Josephine, Wheaton
 Peterson, Carrie Pauline, Frost
 Peterson, Edna, Cannon Falls
 Peterson, Judith I., Frost
 Peterson, Katherine Frances, Mora
 Peterson, Mrs. Lydia Marie, Westbrook
 Peterson, Nettie, Clarkfield
 Peterson, Vernie Gail, Round Lake
 Pfeffer, Agatha, Albert Lea
 Pfefferle, Lucy, New Ulm
 Phillips, Agnes, Minnesota Lake
 Pieper, Murriel A., Young America
 Pierce, Zona M., New Richland
 Pirkil, Ida, Owatonna
 Plaisance, Laura Emma, Mankato
 Ployhart, Rose Viola, Olivia
 Poos, Rose Lucille, Mankato
 Popple, Mary V., Minneapolis
 Potter, Laura Minnie, Blue Earth
 Potter, Lillie, Springfield
 Prairie, Lillian, Marshall
 Prince, Averil Dorothea, Mankato
 Pruett, Mary Olive, Northfield
 Purdie, Lillian Margaret, Freeborn
 Purves, Vivian, Tracy
 Quinn, Helen A., Owatonna
 Quirk, Helen Marie, Madison Lake
 Raabe, Mr. M. B., Elk River
 Radke, Mildred Hulda, Buffalo Lake
 Rast, Dorothy Eleanor, Litchfield
 Raverty, Gladys, Sleepy Eye
 Redfield, Ethleen Decorah, Austin
 Reed, Elva Myrtice, Hector
 Regan, Celestine, Green Isle
 Renneke, Blossom Carmen, LeSueur
 Reslow, Evelyn Ruth, Brooten
 Reynolds, Faith, Doon, Iowa
 Ricke, Elsie E., Faribault
 Ricketts, Helen Elizabeth, Lakefield
 Ringstad, Mildred, St. James
 Ringstrom, Edythe J., Grove City
 Roberts, Bertha, St. James
 Roberts, Eleanor, Lake Crystal
 Robertson, Olive, Faribault
 Rockwell, Vernie, Sanborn
 Rodsater, Thora A., Hills
 Rodsater, Constance, Albert Lea
 Roebke, Edythe M., Mankato
 Rogers, Lila May, Trosky
 Rogers, Milton E., Mankato
 Rognley, Nora, Hills
 Rohwer, Mable Alma, Rushmore
 Roland, Agnes Clare, Turtle Lake
 Root, Agnes Leona, Delavan
 Root, Louis John, Walter
 Rosenwald, Victor, Norwood
 Ross, Sarah F., Westbrook
 Rouse, Lilian E., Lakefield
 Ruffing, Hilda Marie, Adrian
 Running, Virginia, St. James
 Runyan, Viola Henrietta, Fairmont
 Russell, Catherine Elizabeth, Madelia
 Russell, Ella Marie, Fairmont
 Ruud, Delphy M., Hills
 Rysdahl, Mathilda, Clarkfield
 Sackreiter, Neola Julia, Grand Rapids
 Sandberg, Helga Carolyn, Odin
 Sarazine, Alice M., Mountain Lake
 Sawyer, Agnes M., Lakefield
 Schaar, Alma Margaret, Jeffers
 Schaefer, Marguerite Marie, Shakopee
 Schauer, Albert F., Arlington

STATE TEACHERS COLLEGE

Schauffler, Tillie Madlin, Jordan
 Schaus, Arthur H., St. Paul
 Scherer, Kathryn Eleanor, Mankato
 Scherlie, Mabel H., Dundee
 Schertz, Pearl L., Farmington
 Schimnowski, Hulda, Mountain Lake
 Schlegel, Iva Eleanor, Chokio
 Schmechel, Flora, Fairfax
 Schmieduth, Della H., Arlington
 Schneider, Ann Liney, Adams
 Schneider, Clara, Springfield
 Schneider, Louretta E. (Mrs.) Mankato
 Schoenbauer, Anne Christine, New Prague
 Schommer, Francis Joseph, Jordan
 Schrantz, Margaret Elsie, Slayton
 Schrooten, Gertrude Louise, Fairmont
 Schulz, Frances Helen, Faribault
 Schultz, Rose Clare, Olivia
 Schumacher, Esther, Mankato
 Schwarz, Helen A., Amboy
 Schug, Sophia, Mankato
 Schuler, Lillian Ruth, Farmington
 Schulz, Edith, Fairmont
 Schwede, Mae Lillian, Foley
 Schwarzer, Eleanor Margaret, Comfrey
 Schwick, Clarence William, Elgin
 Schwick, Josephine Mary, Hastings
 Schwieger, Winifred, Comfrey
 Scott, Doris, Mankato
 Scully, Marie Ann, Green Isle
 Seath, Dwight M., Freeborn
 Sebey, Gladys, Echo
 Selle, Helen Ovedia, Lake Crystal
 Sellers, Muriel Esther, Good Thunder
 Sellner, Geo. A., Sleepy Eye
 Seltz, W. H., Mankato
 Settergren, Esther Lucile, Grove City
 Sieg, Martha, Red Wing
 Siemer, Bessie Margaret, Faribault
 Sigvaldson, Anna, Butterfield
 Sherry, Hazel, St. Peter
 Simons, Pearl Kathryn, Chaska
 Sistek, Lucille M. (Mrs.) Gordonville
 Skaar, E. Christine, Hayward
 Skailand, Olga, Pipestone
 Smith, Allegra W., Faribault
 Smith, Evelyn Alice, Mankato
 Smith, Anora Grace, Worthington
 Smith, Mary G., Madison Lake
 Smotel, Peryl, Luverne
 Snyder, Arlene, Judson
 Solberg, Ednah, Le Sueur Center
 Sondag, Leona A., Nicollet
 Sondag, Margaret, Schefield, N. D.
 Sorem, Myrtle Luella, Worthington
 Sorensen, Frances, Austin
 Spear, Mrs. Mary Hughes, Faribault
 Splettstoesser, Paul F., Waconia
 Splittstoesser, Emma Minnie, Wood Lake
 Stadtherr, Florence G., Gibbon
 Stahlke, O. L., Hamburg
 Stalwick, Angela, Claremont
 Stalwick, Clara, Claremont
 Stamschor, Margaret, Wabasha
 Stansfield, Twyla Vera, Mankato
 Stary, Jeanette Lenore, New Prague
 Stava, Blanche, Vesta
 Stava, Fred Roy, Vesta
 Steen, Ella Miretta, Walnut Grove
 Steenson, Myrtle, Minneapolis
 Steffel, Leona Theresa, Mapleton
 Steinkemper, Elizabeth, Mankato
 Stennes, Constance E., Montevideo
 Stensrud, Alice Margaret, Hartland
 Stokke, Mabel, Hanska
 Stolte, Vivian Margaret, Blue Earth
 Stroble, Helena Maria, Mankato
 Stryker, Alice Leah, Round Lake
 Studeman, Zora, St. Paul
 Stute, Luvena Kathryn, St. Ansgar, Iowa
 Sturman, Dora Leone, Delano
 Sullivan, Anastasia Rose, Belle Plaine
 Swanson, Mabel C., Russell
 Sweeney, C. Helen, Henderson
 Sweeney, Loretta R., Henderson
 Sweet, Ruby Sophy, Alden
 Swenson, Alice Amanda, Glenwood
 Swenson, Florence M., Jackson
 Swihart, Mildred Grace, Balaton
 Swihart, Lourine, Balaton
 Tande, Mabel, St. James
 Temple, Evangeline Anna, Morristown
 Ternberg, Signe, Gibbon
 Teskey, Georgia L., Granada
 Thayer, Lela Maude, Hutchinson
 Thoma, Luverne May, Spring Valley
 Thomas, Ena E., Odessa
 Thomas, Evelyn Eleanor, Mankato
 Thompson, Bertha Louise, Lismore
 Thompson, Edith Seraphine, Blue Earth
 Thompson, Hazel E., Ceylon
 Thompson, Lucille May, Montevideo
 Thorstenson, Agnes Margaret, Hanley Falls
 Tietema, Bertha Viola, Slayton
 Timm, Ella L., Wood Lake
 Timm, Minnie A., Sanborn
 Timm, Sylvia, Springfield
 Tisdell, Margaret Helena, Olivia
 Tisdell, Mary, Olivia
 Tollefson, Alice O., Ellendale
 Tompkins, Florence Elizabeth, Hector
 Torgerson, Blanche Mable, Brewster
 Torgrimson, Tilda Leonora, Hanska
 Tracy, Catherine, Dennison
 Traugott, Kasper John, St. James
 Trembley, Burnedette, Delavan
 Trogstad, Case Emma, LaCrosse, Wis.
 Trojahn, Caroline Francis, Nassau
 Turner, Mary Elizabeth, Shakopee
 Tvedt, Josephine, Minneapolis
 Ulrich, Mary Elizabeth, Lake Crystal
 Uren, Leone Rachel, Springfield
 Van Buren, Sophia M., Janesville
 Veigel, Isadora Helen, Mankato
 Vereide, Olga, Elmore
 Vikingsstad, Constance Anoline, Minneapolis
 Vint, Mildred Loretta, Wells
 von Lehe, Olga, Le Sueur
 Volkman, Esther, Chaska
 Wagner, Mildred Alice, Mankato
 Walrod, Mae Esther, Faribault
 Walz, Reinhold, Sauk Rapids
 Wanous, Esther Elizabeth, Owatonna
 Ward, Stella L., Mankato
 Warkentin, Hilda, Mountain Lake
 Warkentin, Tina, Mountain Lake
 Weblemoe, Gustine, Twin Lakes
 Wegmann, Margaret, Dover
 Wedin, Maude Lucille, Hector
 Weir, Viola Christina, Windom
 Wendelschafer, Bertha H., Cleveland
 Wendtland, Minnie Amanda, Monterey
 Weston, Lulu B., Fairmont
 Wheeler, Mildred E., Winnebago
 Whelan, Ethel Mary, Sleepy Eye
 Wherland, Esther Deane, Welcome
 White, Katherine, Owatonna
 Wick, Marie Anna, Mapleton
 Wiedenmann, Lonita, Sleepy Eye
 Wiens, J., Mountain Lake
 Wilkinson, Lottie Belle, Mankato
 Williams, Lillyan, St. James
 Winer, Edna L., Waterville
 Woebke, Helen Roselena, New Ulm
 Wolf, Della Marie, Madison
 Wolf, Viola Augusta, Truman
 Wolff, (Sister) Mary, Mankato
 Woods, Grace, Owatonna
 Woods, Laura, St. Paul
 Wood, Joyce Myrtle, Delavan
 Wood, Chester William, Mankato
 Wood, Clarence Sylvan, Delavan
 Wood, Cleo Jeanette, Delavan
 Wood, Fern Marie, Delavan

MANKATO, MINNESOTA

<p>Wright, Arline Donalda, Farmington Wylie, Irene Mildred, Minneapolis Wyman, Mary Loretta, Minneapolis Yates, Helen, Fairmont Yesner, Beatrice Bertha, Tracy Young, Minnie Josephine, Buffalo Lake Yung, Mae Matilda, Lakeville Zaborowski, (Sister) M. Doretta, Wabasha Zabrsewska, (Sister) Helen, Minneapolis</p>	<p>Zehnder, Lella, Lake Crystal Zeilke, Lucille Anna, Heron Lake Zieske, Bernice R., Minneapolis Zieske, Ione A., Minneapolis Zimmermann, Basil C., Mankato Zimmermann, Doris Mae, Janesville Zimmermann, Esther L., Owatonna Zwach, Rose, Walnut Grove Zwemke, Emma Augusta, North Redwood</p>
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ELEMENTARY CLASS

(Summer Term Only)

<p>Austin, Stella Mae, Worthington Bruels, Clara Magdalena, Mankato Caven, Bessie E., Mankato Doran, Mary Ruth, Eagle Lake Evans, Gwen Mary, Cambria Evans, Mrs. Marie Austin, Mankato Green, Ruth V., Balaton Hellevik, Helga, St. Paul Hiller, Mary M., Zimmerman Kelly, Catharine E., Mankato Larson, Minnie U., Staples McMahon, Agnes Charlotte, St. Paul Magly, Alma Mary, Eagle Lake Marks, Ida, Okabena Marks, Mildred Madeline, Okabena Meyer, Alma W., Austin Meyers, Lola, Woodstock Milligan, Beatrice, Worthington Montgomery, Gertrude Eldora, Tracy Morrison, Margaret Luella, Mankato Mulroy, Mary Elizabeth, Worthington Norton, Vera, Luverne Novak, Martha, Canby Ofstad, Minnie, Florence Pagel, Frances, Mapleton Phillips, Bessie, Dundee Quinn, Mrs. Lottie, Kenneth Rath, Myrtle, Easton Reed, Ruth Marian, Dundas Reinhardt, Clara P., Ottawa Reuter, Ida, Green Isle Ridgway, Leona, Kimbrae Robb, Wenonah Ann, Winona</p>	<p>Rosenwinkel, Mr. A. C., St. Paul Rosin, Selma Frieda, Good Thunder Rubey, Ida Walburga, Springfield Samson, Magdalen (Sister) Mankato Sanderson, Lena Bertina, Ruthton Savold, Ella, Hills Schanck, Edith Edna, Worthington Schielke, Elsie, Watertown Schneider, (Sister) Mary A., Mankato Scott, Gladys B., Madelia Sinotte, Ruth, Mankato Slater, Rosa, Mankato Slindee, Lizzie Caroline, Adams Smith, Dessie A., Elysian Smith, George H., Heron Lake Smith, Ivadel, Worthington Sullivan, Jennie, Madison Lake Sundem, Tina S., Beaver Creek Swanson, Agnes, Lafayette Thielges, Elizabeth, Mankato Tholkes, (Sister) Dorothy, Mankato Thomas, Mrs. Ethel, Lake Crystal Thote, Thekla Julia, St. Paul Travland, Hannah, Opheim, Montana Verburg, Jennie, Orange City, Iowa Watts, Ethel M., Elmore Watts, Sara E., Elmore Wehler, Lily, Okabena Willson, Ida May, Garden City Wingen, Cora Cathryn, Smith's Mill Yeaple, Mrs. Meta, Windom Zeug, Louise Pauline, Lucan Zeug, Teresa, Walnut Grove</p>
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STATE TEACHERS COLLEGE

ENROLLMENT BY COUNTIES OF MINNESOTA

Anoka	1	Nicollet	24
Benton	2	Nobles	47
Big Stone	3	Olmsted	2
Blue Earth	255	Pine	4
Brown	67	Pipestone	10
Carver	15	Polk	1
Cass	1	Pope	1
Chippewa	3	Ramsey	18
Chisago	2	Redwood	51
Cottonwood	38	Renville	48
Dakota	17	Rice	43
Dodge	11	Rock	20
Faribault	56	St. Louis	1
Fillmore	8	Scott	27
Freeborn	25	Sherburne	5
Goodhue	17	Sibley	35
Hennepin	41	Stearns	3
Houston	1	Steele	28
Itasca	1	Stevens	3
Jackson	36	Swift	3
Kanabec	6	Todd	2
Kandiyohi	2	Traverse	2
Lac qui Parle	17	Wabasha	5
Le Sueur	49	Wadena	1
Lincoln	19	Waseca	33
Lyon	47	Washington	4
McLeod	9	Watsonwan	43
Martin	45	Winona	2
Meeker	6	Wright	2
Mower	22	Yellow Medicine	20
Murray	24		
		Total	1334

ENROLLMENT BY STATES

Iowa	15
South Dakota	3
North Dakota	4
Wisconsin	6
Illinois	1
Kansas	1
Washington	1
Texas	1
Missouri	1
Montana	1
	34

TOTAL ENROLLMENT..... 1368

SUMMARY OF ENROLLMENT

THE COLLEGE

Third Year Class	14	
Senior Class	364	
Junior Class	934	
Elementary Class (Summer term only)	<u>66</u>	1368

TRAINING SCHOOL

Junior High School	101	
Intermediate Grades	97	
Primary Grades	124	
Kindergarten	<u>80</u>	402
		<u>1770</u>

Enrollment for summer term	904
Enrollment September to June	637
Number of graduates 1921-22	182

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